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ABSTRACT

This supplement to the California Business Education Program Guide for Office and Distributive Occupations is designed to assist office education teachers of secondary, postsecondary, and adult students to update their business education curricula in light of new technology and increasing demand for skilled office workers. Focusing on word processing, the guide is comprised of thirteen competency modules. Module topics include (1) word processing theory, (2) identification of word processing systems, (3) communication skills for word processing, (4) reference materials, (5) dictation and transcription, (6) preparation of typed materials, (7) automated typing with transcription, (8) media filing and logging, (9) measurement and evaluation, (10) preventive care, (11) employability, (12) career development, and (13) state of the industry. The first pages of each module contain performance objectives which indicate to the instructor and student what can be taught/learned to meet entry-level word-processing occupational standards. Following the list of performance objectives in each module are possible instructional strategies, pre/post tests, and possible instructional materials. A cross-reference section is included which outlines the main interrelationships between modules. The California Business Education Program Guide for Office and Distributive Occupations along with common core units of instruction are also available--see note. (LRA)

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WORD PROCESSING SUPPLEMENT

TO THE CALIFORNIA BUSINESS EDUCATION PROGRAM GUIDE

U.S. DEPARTMENT OF HEALTH,
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PREFACE

The Word Processing Supplement is a competency-based instructional program guide for identified entry-level word processing occupations. It was designed as a component of the Business Education Program Model and is a supplement to the California Business Education Program Guide for Office and Distributive Occupations. The procedures utilized in the development and validation of the word processing program guide parallel those of the original effort.

The guide was designed for use in secondary, adult education, Regional Occupational Program, and community college classroom teaching situations. To ensure its usability at each programmatic level, care was taken that members of the Task Force who developed the guide represented each of these groups and that additional readers would also reflect the variety of programs throughout the state of California. As the result, the guide can be used in a variety of ways according to the preference of the instructor or the business department. Any of the following strategies might be appropriate:

1. Insert selected competency modules at appropriate points in the existing program.
2. Redesign the existing textbook-centered program to emphasize the development of the required competencies.
3. Develop the instructional program around the competency modules required for employment and identified entry-level word processing occupations, with the textbook serving only as a resource instrument.

This document was produced by Ira Nelken & Associates, Inc. of Chico and Planning Associates of Merced under contract to the Vocational Education Unit, California State Department of Education, and the California Community Colleges Chancellor's Office. This guide was made possible only through the efforts of a group of California educators and representatives of industry who gave of their time and talent to develop the contents and review the draft. Those to whom this guide should be attributed include the following:

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The work of the Task Force was based on employment data derived from a variety of sources. We would like to extend a special thanks to the various employers, managers, and front-line supervisors who assisted us in identifying the basic competencies they expected for entry-level word processing employees. They included the following:

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WORD PROCESSING SUPPLEMENT
CALIFORNIA BUSINESS EDUCATION PROGRAM GUIDE
FOR OFFICE AND DISTRIBUTIVE OCCUPATIONS

Purpose

This guide was developed to assist office education teachers of secondary, adult education, Regional Occupational Program, and community college students update their business education curricula in light of new technology and increasing demand for skilled office workers. By 1990 the U.S. economy will generate nearly 20 million new jobs. Well over half will be in white-collar occupations--professional and technical workers, managers, and sales and clerical workers, according to estimates by the Bureau of Labor Statistics of the U.S. Department of Labor. The projections are part of the Bureau's biennial occupational outlook program.

Clerical workers--including bank tellers, bookkeepers, cashiers, secretaries, and typists--constitute the largest and fastest growing white-collar group. Between 1978 (the year on which the projections are based) and 1990, employment growth in these occupations is expected to generate 4.8 million jobs. Significant employment growth is anticipated for secretaries, typists, and receptionists. The chart below indicates the projected rate of growth for selected clerical jobs from 1972 to 1985. The growth rates are expected to remain as high or higher to 1990.

Job Title	Estimated Employment 1972	Projected Requirements 1985	Percent Growth 1972-1985
Cashiers	998,000	1,360,000	36.1
File Clerks	272,000	318,000	16.7
Office Machine Operators	195,000	230,000	17.9
Receptionists	436,000	650,000	50.0
Statistical Clerks	299,000	375,000	25.8
Stock Clerks	511,000	750,000	46.2
Typists	1,021,000	1,400,000	38.7

*Based on Bureau of Labor Statistics (Bulletin 1824, 1974)

These figures are representative of trends nationwide and throughout all industries.

The reasons for the high demand for skilled office workers are basic: the office worker is needed in every community, large or small, and in every type of activity; the population is growing; more information from more sources is being collected from more places; the government is requiring greater reporting, more complex business operations require more data inputs for decision making; and more diversification within companies requires more data compilations and more communications with branches in other sections of the country.

All evidence points to the fact that there is an increasing demand for persons who are familiar with and who are trained in automatic data and word processing. There are also many job opportunities for young people who have good skills, are adaptable, and are anxious to accept positions of high responsibility in automated offices. New developments in computers, office machines, and dictating equipment are sure to affect employment in many occupations within this group. In particular, word processing, among the newest concepts in office management, will require specialized skills with modern equipment and new procedures.

In response to this emerging occupational opportunity, the Vocational Education Unit, the California State Department of Education, and the California Community Colleges Chancellor's Office jointly sponsored a contract to develop guidelines for a core word processing training program. To provide students with entry-level job competencies (skills, attitudes, and knowledges) compatible with the needs of employers, the guide is based upon identifiable competencies, rather than upon traditional courses. The system for managing the program was designed so that the transition from courses to competency-based instruction core could be made with relative ease by teachers who work in a variety of school settings. The guide includes student-oriented performance objectives, a number of optional approaches to instruction, pre/posttests, and possible instructional materials contained mainly in the appendixes.

Rationale

Word processing was chosen because it represents an office occupations area with many new entry-level employment opportunities readily available to students completing office education programs. An investigation of both task-analysis studies and task analysis as reported by employers or front-line supervisors determined those competencies needed by entry-level word processing employees in the performance of their work. Participating employers were duly noted in the Preface to this guide. The major studies to which the project team referred in the course of their work included:

Crawford, Lucy - A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education; (ED 032 382 -- ED 032 911) Virginia Polytechnic Institute and State University, Blackburg, Virginia.

Davis, Gene and Smith, Art - Cooperative Occupational Survey -- Skills Identified with the Clerical and Sales Job Fields; Riverside, California.

Erickson, Lawrence W. - Basic Components of Office Work -- An Analysis of 300 Office Jobs; University of California, Los Angeles.

Kallaus, Norman F. - Hiring Standards and Job Opportunities for Beginning Office Workers; University of Iowa, Iowa City, Iowa.

Perkins, Edward et al. - Clusters of Tasks Associated with the Performance of Major Types of Office Work; Washington State University, Pullman, Washington.

Many of the competencies contained in this guide can be expanded and used for a wide variety of office occupations by using appropriate illustrative examples for most of the following office occupations. These office occupations, as determined by the Department of Labor in its Dictionary of Occupational Titles (DOT), are:

203.132-010	Supervisor, Telegraphic-Typewriter Operators
203.132-014	Supervisor, Transcribing Operators
203.137-010	Supervisor, Word Processing
203.137-014	Typing Section Chief
213.132-010	Supervisor, Computer Operations
203.362-010	Clerk-Typist
203.362-018	Terminal System Operator
203.382-010	Bordereau Clerk (Insurance)
203.382-018	Magnetic-Tape-Composer Operator
203.382-026	Varitype Operator
203.582-022	Data Typist
203.582-026	Data-Coder Operator
203.582-030	Keypunch Operator
203.582-034	Magnetic-Tape Typewriter Operator
203.582-046	Photocomposition-Keyboard Operator
203.582-050	Telegraphic-Typewriter Operator
203.582-054	Terminal Operator
203.582.066	Typist
203.382-022	Mortgage-Processing Clerk
201.362-030	Secretary
201.362-010	Legal Secretary
201.362-014	Medical Secretary
203.582-070	Verifier Operator (Keypunch)
209.387-030	Proofreader
213.362-010	Computer Operator
214.482-010	Billing-Machine Operator
215.382-010	Payroll Clerk, Data Processing
216.382-010	Accounting Clerk, Data Processing
251.357-014	Sales Agent, Financial Report Service
166.267-014	Hospital Insurance Representative

Procedures

Using data obtained from industry and the literature, the project team assembled a Task Force composed of instructors of all the levels of education concerned with the guide, as well as members of industry. The Task Force prepared minimum performance objectives and a sequence of suggested instructional strategies for each of the thirteen identified competency modules. In addition, available educational resources were searched, such as the Educational Research Information Center (ERIC) and the Business Education Data Dissemination System (BEDDS), in an attempt to identify additional instructional strategies that would develop requisite competencies.

Limitations

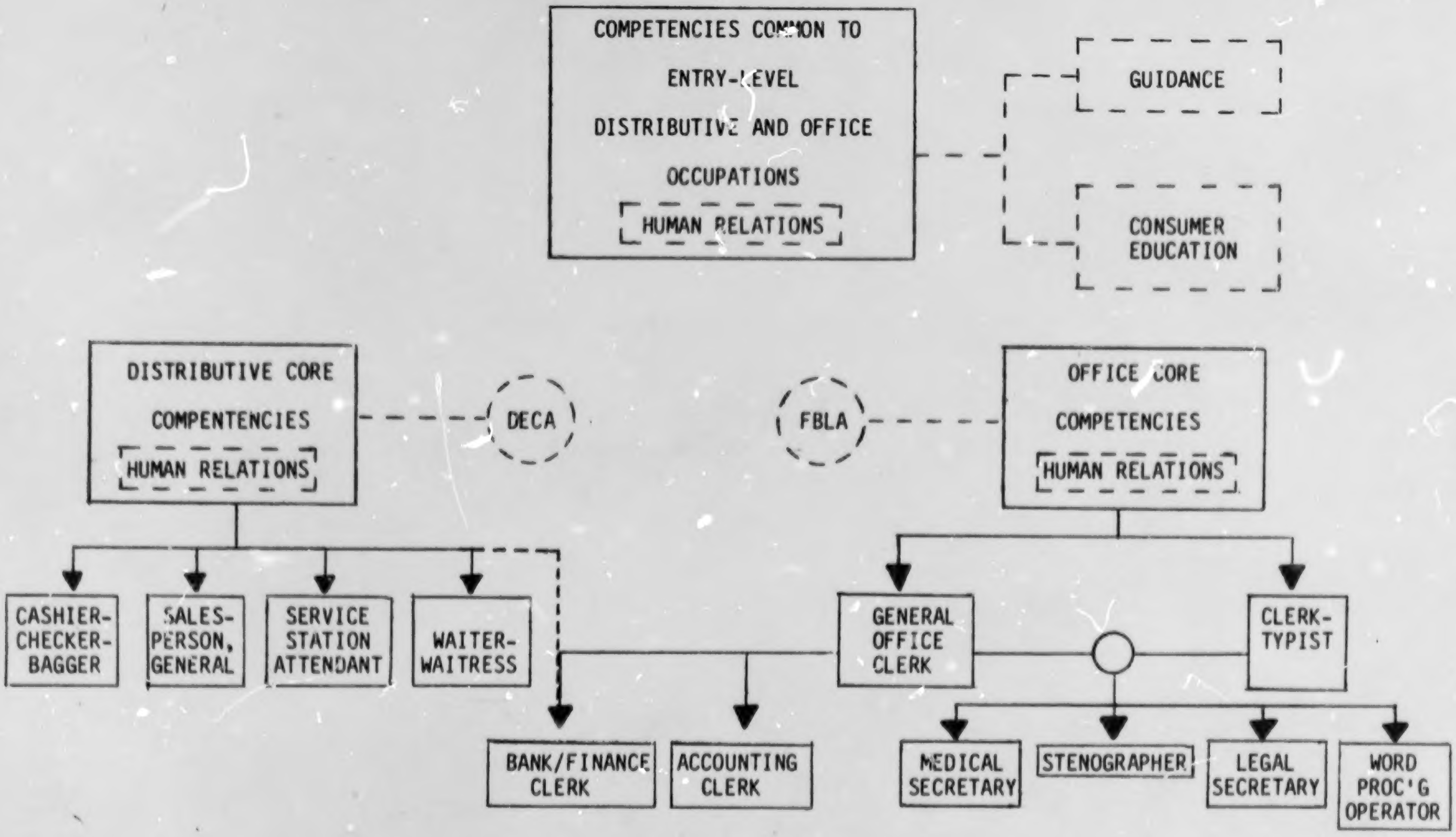
This guide addresses only the word processing occupations and concerns itself only with need-to-know, entry-level skills, attitude, and knowledges. It is simply a guide, not a complete curriculum. It is fully recognized that these competencies do not encompass a complete business education program. Further, for obvious reasons, we were unable to include all the many materials available in the field for use in an effective word processing course. Further, there was no attempt to identify and list all the possible objectives and strategies which a teacher could use for word processing instruction. However, we feel that at this point in the evolution of word processing, the guide represents a very useful outline to the instructor who is either initiating a word processing program for the first time, revising a program in light of the current state-of-the-art of the industry, or simply needing to measure course content with what other practitioners feel is important in such a course. Given the rapid changes in the word processing field, we acknowledge that this guide will probably need revision within the next five years, but we trust that within that period of time, the document will be of major assistance to teachers of future word processing operators.

Program Model

The program model on the following page provides an overview of the California Business Education Program Guide for Office and Distributive Occupations and its supplements. It shows that competencies common to both distributive and office entry-level occupations have been identified. This concept is significant because it provides a foundation for job flexibility. The office core competencies are those which were identified as being common to eight selected office jobs: general office clerk, typist, stenographer, accounting clerk, banking/finance clerk, medical secretary, legal secretary, and word processing operator. The distributive core competencies are those which were identified as being common to four selected distributive jobs: checker-cashier, salesperson general, service station attendant, and waiter-waitress. The reader will note that the banking/finance clerk shares competencies from both the distributive core and the office core.

The model presents the concept that special competencies have been identified for each of the selected jobs in both the office and distributive components. No hierarchy was found in the distributive jobs, whereas the word processing operator must obtain competence in the general office clerk and clerk-typist jobs, plus speciality competency for word processing.

PROGRAM MODEL FOR OFFICE AND DISTRIBUTIVE OCCUPATIONS


COMPETENCIES COMMON TO ENTRY-LEVEL DISTRIBUTIVE AND OFFICE OCCUPATIONS
HUMAN RELATIONS
GUIDANCE
CONSUMER EDUCATION
DISTRIBUTIVE CORE COMPENTENCIES
HUMAN RELATIONS
DECA
FBLA
OFFICE CORE COMPETENCIES
HUMAN RELATIONS
CASHIER-CHECKER-BAGGER
SALES-PERSON, GENERAL
SERVICE STATION ATTENDANT
WAITER-WAITRESS
GENERAL OFFICE CLERK
CLERK-TYPIST
BANK/FINANCE CLERK
ACCOUNTING CLERK
MEDICAL SECRETARY
STENOGRAPHER
LEGAL SECRETARY
WORD PROC'G OPERATOR

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How To Use This Guide

There are thirteen competency modules in the Word Processing (WP) supplement. Those competencies which the Task Force considered most important for WP training will be found first. It is surely not the intent of this guide to tell office occupation educators what to teach or how to teach it. By structuring the guide in this manner, however, the Task Force hoped to provide maximum assistance to the instructor just beginning to implement a WP course and possibly unsure of content, or to the instructor forced to abbreviate course content into one semester or less. This guide also includes performance objectives which indicate to the instructor and student what can be taught/learned to meet entry-level WP occupational standards.

The guide was developed with all classroom circumstances in mind, i.e., from those completely equipped with WP text-editors to those with only standard and electric typewriters. It is possible to teach WP without the new machines, and the Task Force has indicated how this can be done. (They have also indicated how to obtain access to equipment at little or no cost.) The guide also suggests a course outline for fully equipped instructional settings.

The guide should be read carefully and completely. It can then be checked with present instructional materials and units. Standard texts, LAPS, and other instructional materials can be used to teach the comptencies, but the instructor needs to review them to see exactly which critical competencies each covers. Adding new CBEP instructional units and performance objectives to cover the competencies that need to be taught/learned is mainly a case of deciding on instructional materials and methods. Many of the CBEP performance objectives are written so that with little or no modification they can be taught in common, small group, and/or individualized settings.

The first pages of each of the thirteen modules contain the performance objectives, with condition, performance, and standard for each. Generally, one objective logically follows another. However, some of the objectives are independent and have been placed in the most logical and meaningful spot. Each objective is important and necessary.

Following the list of performance objectives in each module are possible instructional strategies for those objectives. In some instances, one or more objectives in one competency module can best be taught and learned with objectives from another module. You may find in some cases that an objective in one module is nearly identical to an objective in another module. The Cross-Reference section below outlines the main interrelationships between modules. For those modules which call for them, sample documents, forms, etc., have been included in the appendixes and their use explained in the instructional strategies.

Finally, the performance objectives can serve a variety of useful purposes in the instructional program. The performance objectives can be used as guides for students, for example. They can be reproduced, given to students to identify exactly what is to be learned, and then used as a check list. If the instructional situation involves a cooperative or work experience program or a community classroom/lab training station, managers may also be given an abbreviated check list of the objectives so they, too, are aware of their trainees' related instructional programs and can assist in specific training.

The performance objectives are particularly useful as competency-based exams. By developing tests based on the objectives covered in a unit of instruction, the instructor can prove that the unit taught what students needed to know and do, and the students can prove they have gained the required knowledge, skills, and attitudes.

The competency modules, or individual performance objectives within them, can be the basis for a Certificate of Competency that lists exactly what each student has been able to perform at job standard. Certificates of Competency are very helpful to graduates seeking employment and are useful for informing the business community of the qualifications young people can gain through a comprehensive Office Education program.

Cross-Reference of Objectives/Competencies in the WP Core

Some competency modules almost demand to be taught with other competency modules. Many performance objectives from one module relate directly to performance objectives from others. The chart below is not exhaustive, but can be used to find related modules.

SAMPLE COURSE OUTLINE

(Courtesy of E. van den Akker, Instructor)

I. Orientation
    A. Introduction
    B. Overview
    C. Procedures
    D. Pre-testing
II. Review and Skill Building (as needed)
    A. Typewriting
    B. Shorthand and Transcription (optional)
III. Business Communication Language Training
    A. Basic Language Skills (as needed)
    B. Listening
    C. Speaking
    D. Reading
    E. Writing (Spelling, Punctuation)
    F. Proofreading
IV. Machine Transcription
    A. Fundamentals
    B. Transcription
    C. Dictation
V. Distribution
    A. Duplicating
    B. Copying
    C. Filing
    D. Inventory and Control
VI. Career Awareness
    A. Resume writing
    B. Interviewing
    C. WP related occupations
    D. Visitations
VII. In-House Work Experience
    A. Planning
    B. Organizing
    C. Work Flow
    D. Other office skills

MODULE	SUBJECT	RELATED PERFORMANCE OBJECTIVES CAN BE FOUND IN:
Basic Concept and Theory	History, Rationale, Influence and Effect	● State of Industry/Trends ● Career Development/Awareness
	Understanding Work Flow	● Dictation and Transcription ● Preparation of Typed Material ● Automated Typing with Transcription
	Restructured Office Environment	● Dictation and Transcription ● State of the Industry
	Using Word Processing and Business Vocabulary	● Dictation and Transcription ● Preparation of Typed Material ● Automated Typing with Transcription ● Word Processing Employability
	Employment Potential for the Handicapped	● Word Processing Employabilty ● Career Development/Awareness
	Equal Opportunity	● Word Processing Employability ● Career Development/Awareness
Identification of WP Systems	Five Levels of WP	● Basic Concept and Theory of Word Processing
	Functional Parts of a WP Typing Device	● Automated Typing with Transcription
	Features and Functions of WP Systems	● Basic Concept and Theory ● WP Employability
Communication Skills for WP	Listening Skills	● Dictation and Transcription
	Speaking Skills	● WP Employability ● Dictation and Transcription
	Reading Skills	● Use of Reference Materials ● Preparation of Typed Material ● Automated Typing with Transcription

MODULE	SUBJECT	RELATED PERFORMANCE OBJECTIVES CAN BE FOUND IN:
	Writing Skills	● Dictation and Transcription ● Preparation of Typed Material ● Automated Typing with Transcription ● WP Employability
	Proofreading Marks	● Preparation of Typed Material ● Automated Typing with Transcription
Use of Reference Materials	Identification of Available Reference Materials	● Preparation of Typed Material ● Automated Typing with Transcription
	Using Reference Materials in Document Preparation	● Preparation of Typed Material ● Automated Typing with Transcription
Dictation and Transcription	Development of Dictation Equipment	● Basic Concept and Theory of Word Processing ● State of the Industry
	Advantages and Disadvantages of Dictation Equipment	● Basic Concept and Theory of WP
	Types of Dictation and Transcription	● Preparation of Typed Material ● Automated Typing with Transcription
	Working with the Originator	● Preparation of Typed Material ● Automated Typing with Transcription
	Drafts and First-Time Final	● Preparation of Typed Material ● Automated Typing with Transcription ● Measurement and Evaluation
	Bilingual/Multilingual Applications	● Preparation of Typed Material ● Automated Typing with Transcription ● Career Development/Awareness

MODULE	SUBJECT	RELATED PERFORMANCE OBJECTIVES CAN BE FOUND IN:
Preparation of Typed Material and Automated Typing with Transcription	Following Complex Written and Verbal Instructions	• Communication Skills for WP • Dictation and Transcription
	Original Typing from Several Kinds Of Input	• Communication Skills for WP
	Multiple Originals/Copies	• Measure and Evaluation
	Documents with Variables	• Measure and Evaluation
	Revisions	• Communication Skills for WP • Media Filing and Labeling
	Forms Typing	• Communicaion Skills for WP
	Statistical Copy	• Communication Skills for WP
	Flow-Charts and Other Specialized Graphic Material	• Communication Skills for WP • Use of Reference Materials
	Proofreading Documents	• Communication Skills for WP
	Bilingual and/or Multilingual Documents from Dictation or Rough Copy	• Communication Skills for WP
Media Filing and Labeling	Labeling Media	• Automated Typing with Transcription
	Organizing Files	• Preparation of Typed Material • Automated Typing with Transcription
	Filing Methods	• Preparation of Typed Material • Automated Typing with Transcription
	Cross-Reference Methods	• Preparation of Typed Material • Automated Typing with Transcription

MODULE	SUBJECT	RELATED PERFORMANCE OBJECTIVES CAN BE FOUND IN:
	Logging Work In and Out	• Preparation of Typed Material • Automated Typing with Transcription • Measurement and Evaluation
	Daily Production Records	• Preparation of Typed Material • Automated Typing with Transcription
	Equipment Indexes	• Automated Typing with Transcription
Measurement and Evaluation	Rationale for Implementing Work Measurement Systems	• Basic Concept and Theory • WP Employability • Career Development/Awareness
	Work Measurement Logs	• Preparation of Typed Material • Automated Typing with Transcription • Media Filing and Labeling
	Measuring Production: Sample Techniques	• Preparation of Typed Material • Automated Typing with Transcription
Preventive Care	Potential Problems	• Preparation of Typed Material • Automated Typing with Transcription
	Problem Analysis	• Identification of WP Systems • Preparation of Typed Material • Automated Typing and Transcription
	Safety Procedures in the WP Environment	• Automated Typing and Transcription • Measurement and Evaluation
	Cleaning Exterior Surfaces and Working Parts	• Preparation of Typed Material • Automated Typing and Transcription • Measurement and Evaluation
	Reporting Equipment Problems to Supervisor	• Dictation and Transcription • Preparation of Typed Material • Automated Typing and Transcription

MODULE	SUBJECT	RELATED PERFORMANCE OBJECTIVES CAN BE FOUND IN:
	Supplies and Inventory	• Dictation and Transcription • Preparation of Typed Material • Automated Typing and Transcription
WP Employability	Entry-Level Career Opportunities	• Basic Concept and Theory of WP • Career Development/Awareness
	Salable Resumes	• Communication Skills for WP
	Interviewing for a WP Position	• Communication Skills for WP • Measurement and Evaluation
	Job Application Forms	• Communication Skills for W[illegible]
	Professional Presence (Appearance, Poise, Attitude, Common Sense)	• Communication Skills for WP
	Confidentiality of Work and the Work Ethic	• Preparation of Typed Material • Automated Typing and Transcription
	Time Management of Work Loads in Varied Environments	• Preparation of Typed Material • Automated Typing and Transcription • Measurement and Evaluation
	Working Under Pressure and Accepting Criticism (Attitude)	• Preparation of Typed Material • Automated Typing with Transcription
	Employee Performance Review	• Measurement and Evaluation • Career Development/Awareness
	Job Exit: How to Leave a Job	• Communication Skills for WP • Career Development/Awareness

MODULE	SUBJECT	RELATED PERFORMANCE OBJECTIVES CAN BE FOUND IN:
Career Development/ Awareness	Career Paths in the WP Field	• Basic Concept and Theory of WP • State of the Industry
	Career Possibilities in Related Fields	• Basic Concept and Theory of WP • State of the Industry
State of the Industry	Equipment: Future Outlook Trends Information Processing Umbrella	• Identification of WP Systems • Basic Concept and Theory of WP • Career Development/Awareness

NUMERICAL SYSTEM

A system has been devised to identify the components of the competency modules included in the program guide. Following is an explanation of the numerical system.

Code			Identifies
000			Program Level
			Competency Module
	.01		Performance Objective
		.00	Objective Number
	.02		Instructional Ideas
	.03		Pretest
	.04		Posttest
	.05		Learning Activity Materials

Example:

1301	.01	.01	
101			Common Core
			Adding Machine
	.01		Performance Objectives
		.01	Add, Subtract, Multiply
	.02		Instructional Ideas
	.03		Pretest
	.04		Posttest
	.05		Learning Activity Materials

Number	Condition	Performance	Standard
1301.01.01	Given classroom discussion of and individual reading material related to the history, rationale, influence, and effect of WP on business,	the student will demonstrate understanding throughout the instructional cycle by being able to: A. Define WP and list the three major WP components. B. Discuss briefly the evolution of automated typewriters. C. Describe the major difference between WP systems and traditional office systems; D. Discuss the reasons why the cost of producing letters is so high; E. Describe the responsibilities of a traditional secretary, the major office problems associated with generalized secretarial responsibilities, and traditional secretarial/manager arrangements. F. Discuss how WP is able to improve office efficiency.	using correct and complete information to the satisfaction of the instructor.
1301.01.02	Given visual presentations of work flow in a WP environment via demonstrations by the instructor, photographs, slides, overheads, or flow charts,	the student will be able to: A. Correctly match definitions with each step in the WP cycle or describe the step in the cycle in his/her own words; B. Describe the effect of WP on the production cycle; and	with 100% accuracy on the matching or descriptive section and with conceptual accuracy to the satisfaction of the instructor on the other two sections.

Number	Condition	Performance	Standard
		C. Suggest both pros and cons to using WP in the production cycle	
1301.01.03	Given class discussions, outside speakers, and visual representations concerning both the WP environment and the traditional office,	the student will be able to compose a report on the restructured office environment and work groups	with conceptual accuracy as judged by the instructor or an industry representative and with all spelling, punctuation, and grammar and appropriate presentation format correct.
1301.01.04	Given lists of vocabulary words, commonly misspelled words, and words used in the word processing and data processing fields,	the student will be able to use them correctly in the verbal and written communications material	with 95% accuracy of meaning, spelling, and usage.
1301.01.05	Given a case study involving a handicapped individual who wants to enter the WP field,	the student will be able to identify and suggest corrections or precautions or possibilities for this person in the WP environment	with sufficient understanding of and sensitivity to the handicapped individual's potential to the satisfaction of the instructor.
1301.01.06	Given exposure to the WP field through audio-visual materials, readings, and personal contact with industry,	the student will be able to: A. Explain how the role of the secretary has changed as a result of WP; and B. List ten new careers created by WP, their job titles, and their responsibilities	so that student understanding of equal opportunity in the WP field is demonstrated to the instructor's satisfaction.

Number	Instructional Ideas

GENERAL COMMENTS:

Industry representatives who participated on the Task Force considered it essential that prospective WP employees have in-depth knowledge of the basics: ability to talk about WP intelligently in an interview; a high level of communication and interpersonal skills (i.e., listening, speaking, reading, and writing); employable typing skills; and at least enthusiasm for WP equipment if not extensive hands-on experience with it.

The Task Force felt creating WP awareness should probably be one of the first things an instructor will do with students. It helps, but it is not necessary, to have WP equipment to help create awareness. More important, the intent of this module is to approach WP as more than just an automatic keyboard environment or as sophisticated technology and to see WP as a restructuring of the modern office with potential for many other kinds interpersonal and technological interface. The Task Force hopes that upon completion of this module, students--even those who decide not to pursue a WP career as an operator--will appreciate how WP is changing offices and how every segment of the office is affected by it.

1301.02.01 A. An acceptable definition of WP is a system of processing communications using one or more of three important components to produce quality communications at rapid speeds and low costs: standardized procedures, modern equipment, and specialized employee responsibilities.

B. There is a wealth of material on the evolution of automated typewriters. Instructors may want to present a lecture on the topic, assign specific portions to students as research, or invite a knowledgeable speaker to address the topic. The four stages of evolution would include:

- paper-driven typewriters (e.g., the Auto-Typist) and their relationship to player pianos.
- text editors, including the Magnetic Tape Selectric Typewriter (MTST) and Magnetic Card Selectric Typewriters (Mag Cards), and introduction of the term "word procesing" (or Textverarbeitung) by IBM in Germany in 1965
- display screens or cathode ray tubes (CRTs) in widespread use today;
- growing trends to incorporate sophisticated computer components into automated typewriters.

C. If this module is taught at the beginning of the instructional term or year, it may be too soon for field trips to nearby offices. Students are often still being counseled into courses as late as two weeks into the term, and instructors may want to retain more class control at the onset of the term than field trips allow. Nevertheless, visualization of differences is one of the most appropriate teaching strategies here, and this can be accomplished in two ways. If the classroom or teaching station is appropriately equipped, the instructor can demonstrate the difference. If equipment is not available, instructors might consider developing and showing a short

Number Instructional Ideas

slide presentation. Developing a slide presentation will have added value for those instructors who are just starting WP programs and may not have great familiarity with the new equipment and impact: it will provide the opportunity for instructors to make valuable contacts in business industry and inservice themselves in unfamiliar areas.

D. The cost of producing an average one-page communication in the traditional office averages between $5 and $10 due to the high costs of paper supplies, utilities, equipment, and salaries. Misuse of supplies and employee time contributes greatly to costs. WP brings the cost of producing communications down by eliminating the misuse of supplies and employee time. These factors are discussed at length in WP texts and reports currently being produced in large numbers. The selected bibliography in Appendix A of this CBEP addition may be helpful in locating resources. In addition, students will be able to demonstrate the difference themselves when they begin actual production and measurement of their own production.

E. Traditional secretaries usually have generalized secretarial responsibilities (i.e., a combination of typing and nontyping responsibilities). Most secretaries with generalized responsibilities actually type only 5-10 wpm. They may have difficulties in their positions because 1) they are responsible for complicated assignments; 2) they are overloaded with work; 3) they are poorly supervised and evaluated; 4) they lack experience; 5) they are more efficient at processing one type of communication than another, but are responsible for processing both types. Effective instructional strategies might involve assigned reading, interviews of secretaries followed by oral or written reports (which would also serve to develop students' communication skills), or a guest speaker who can discuss the problems associated with the traditional secretarial role. Students should discover, or a speaker should be able to address, at least the following:

- Secretarial support of lower-level managers and workloads
- Supervision, morale, and the quality of production
- Speed of typewritten production and the quality of customer service
- Efficiency of workflow procedures

F. Case studies available in current texts and WP reports illustrate how traditional secretary/manager arrangements and traditional workflow methods create costly office inefficiencies. Students can be given case studies as individuals or as small groups to analyze in oral or written form.

Number	Instructional Ideas

1301.02.02 A. Teacher presentation and class discussion or teacher demonstration on the equipment will introduce students to six steps in the WP cycle:

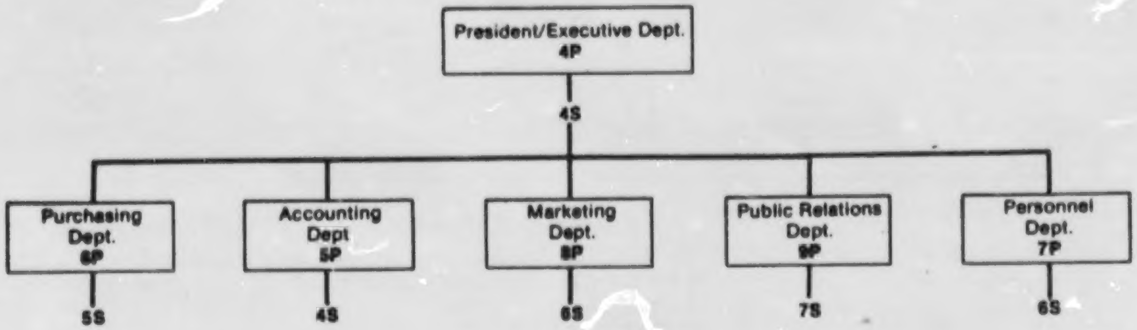
1) Input
2) Using Peripheral Devices for Input
3) Output
4) Editing
5) Proofreading
6) Distribution

B. This section of the objective is directly related to 1301.02.01 above. The difference is that the topic is probably now presented at a more concrete level with visual demonstrations. Students can be encouraged to review what they learned previously, associating it with more tangible examples.

Students will probably see that in the office of the future, typing skills will be needed at every level. Administrative terminals will require that administrators do their own typing, inquire out of data bases, draft their own memos because a) it is faster or b) there is not the same secretarial assistance there was ten years ago.

C. Encourage students to analyze what they see (i.e., teacher demonstrations, slides, flow charts) and suggest their own advantages/disadvantages for traditional and WP workflows. The diagrams below may be of help in preparing slides or overhead transparencies.

ILLUSTRATION 1 • Traditional One-to-One Model *



P = Principal
S = Multipurpose secretary

*From Word Processing Concepts by M. Casady

Number

ILLUSTRATION 2 • Augmented Model

Instructional Ideas

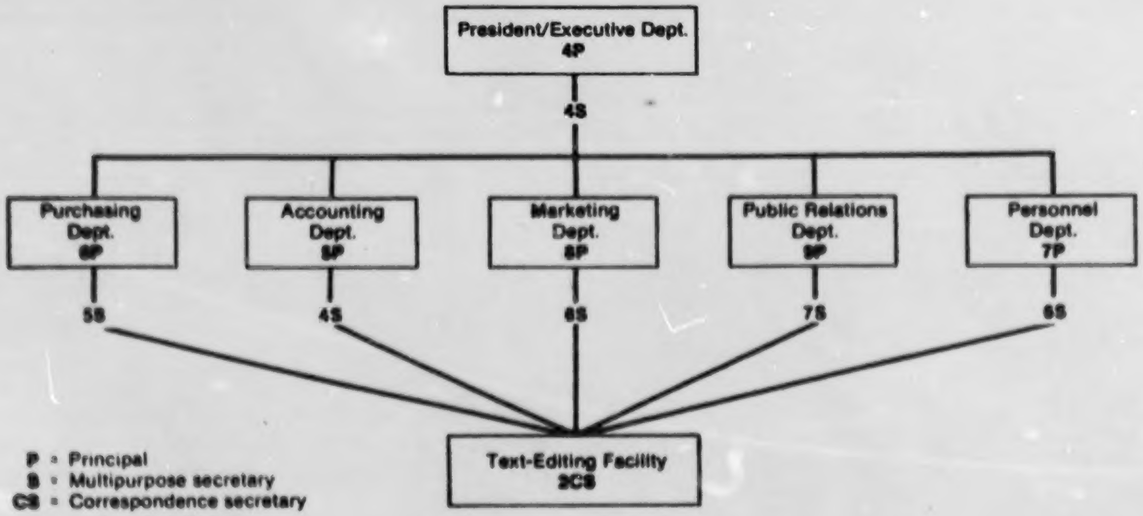
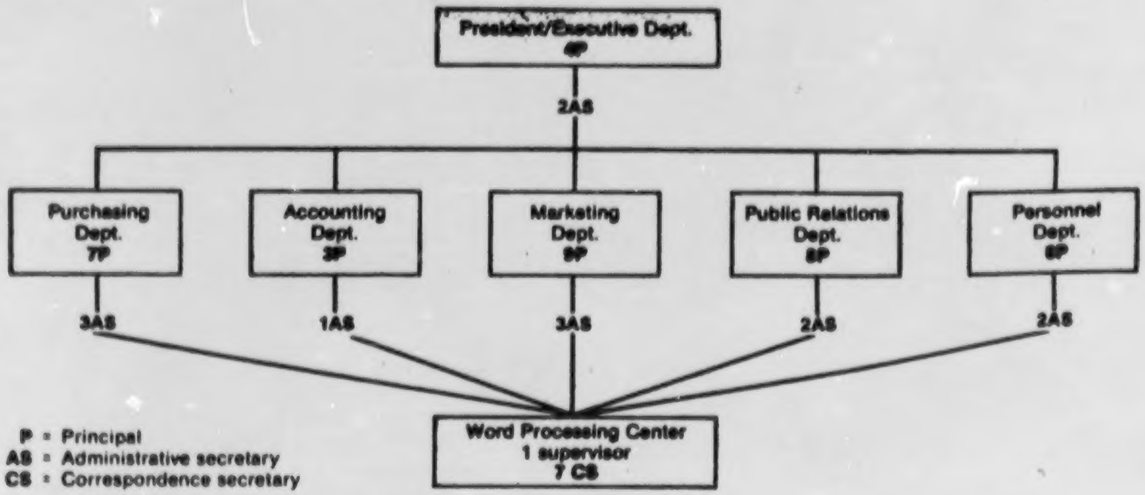

President/Executive Dept.
4P
4S
Purchasing Dept.
6P
Accounting Dept.
5P
Marketing Dept.
8P
Public Relations Dept.
9P
Personnel Dept.
7P
5S
4S
6S
7S
6S
Text-Editing Facility
2CS
P = Principal
S = Multipurpose secretary
CS = Correspondence secretary

ILLUSTRATION 3 • Centralized CS/Unorganized AS Model


President/Executive Dept.
4P
2AS
Purchasing Dept.
7P
Accounting Dept.
3P
Marketing Dept.
9P
Public Relations Dept.
8P
Personnel Dept.
6P
3AS
1AS
3AS
2AS
2AS
Word Processing Center
1 supervisor
7 CS
P = Principal
AS = Administrative secretary
CS = Correspondence secretary

Number Instructional Ideas

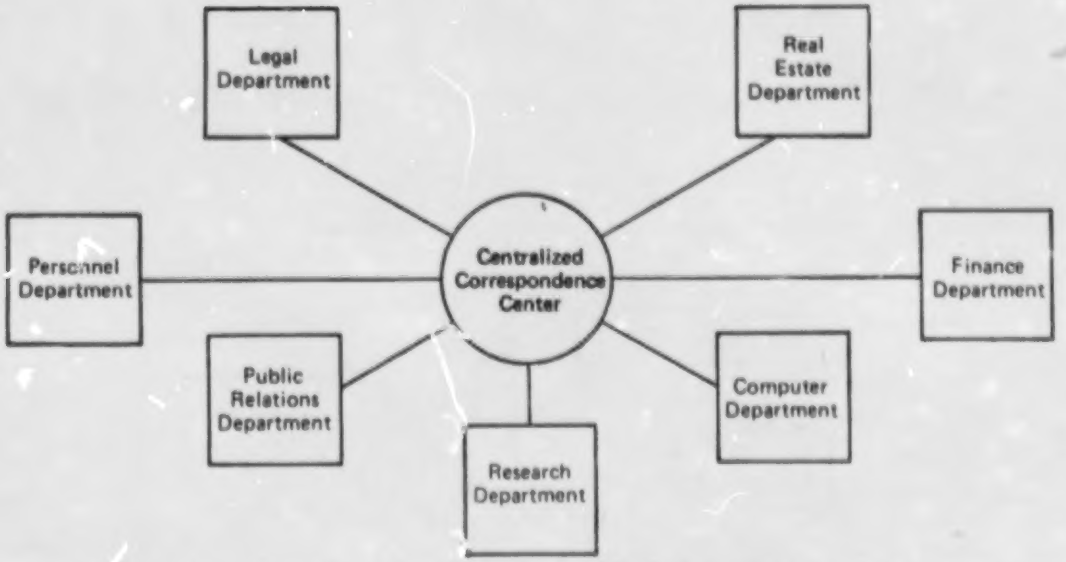

Legal Department
Real Estate Department
Personnel Department
Centralized Correspondence Center
Finance Department
Public Relations Department
Computer Department
Research Department

Diagram showing the flow of work in an office system with a centralized correspondence center.

Taken from Word Processing (Concepts) by B. H. Ellis, Gregg-McGraw Hill Publishing Co., 1980.

Number Instructional Ideas

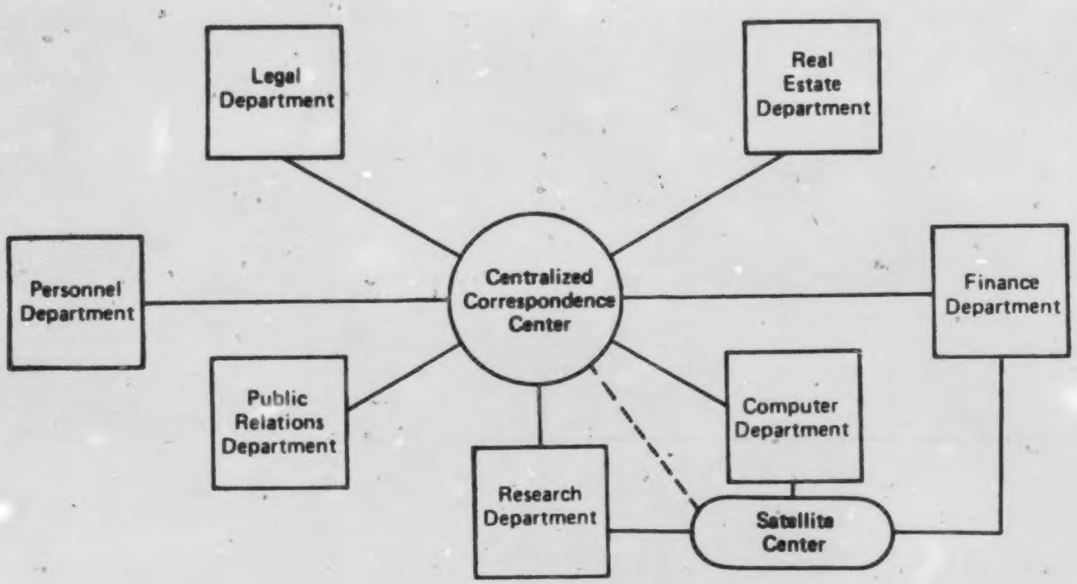

Legal Department
Real Estate Department
Personnel Department
Centralized Correspondence Center
Finance Department
Public Relations Department
Computer Department
Research Department
Satellite Center

Diagram of an office system with a satellite correspondence center. In this instance, routine correspondence is done by the centralized center, and statistical reports are handled by the satellite center. Although the satellite center receives work directly from the principals, it is under the direction of the centralized center.

Taken from Word Processing (Concepts) by B. H. Ellis, Gregg-McGraw Hill Publishing Co., 1980.

Number

Instructional Ideas

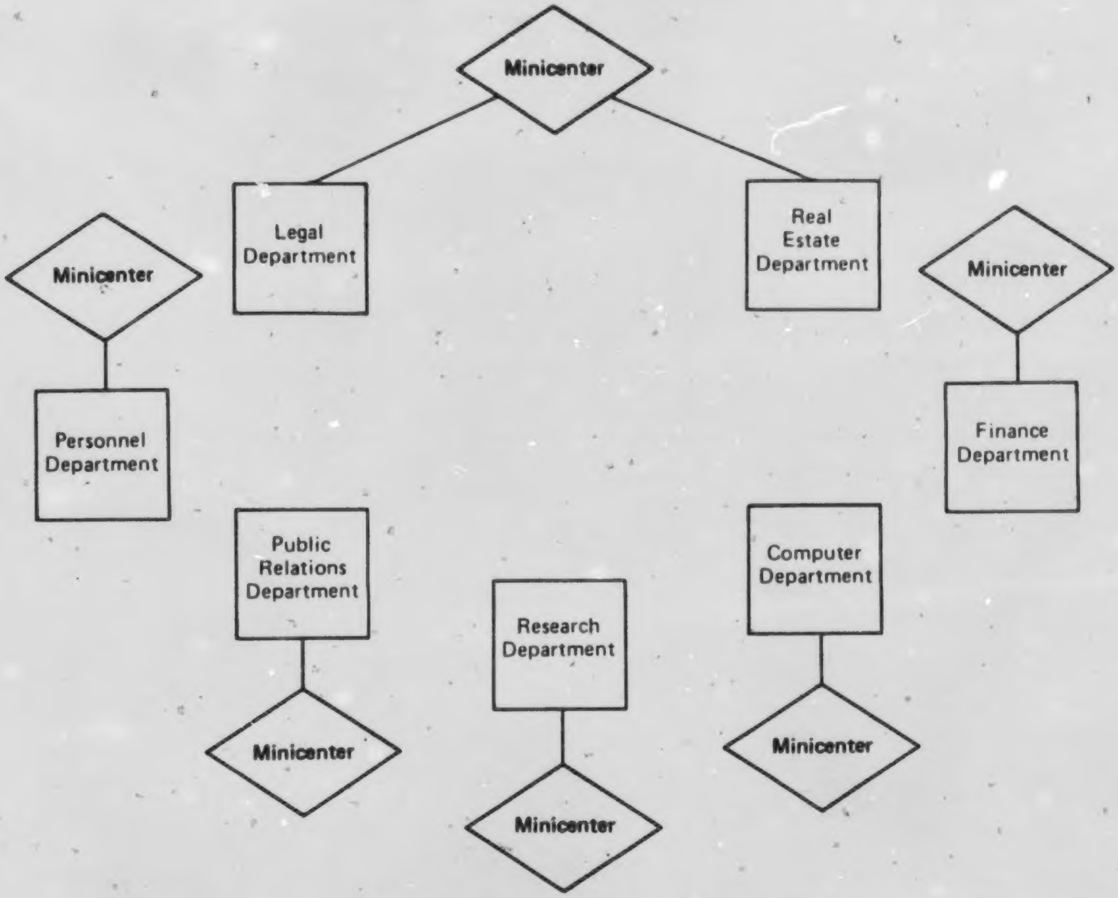
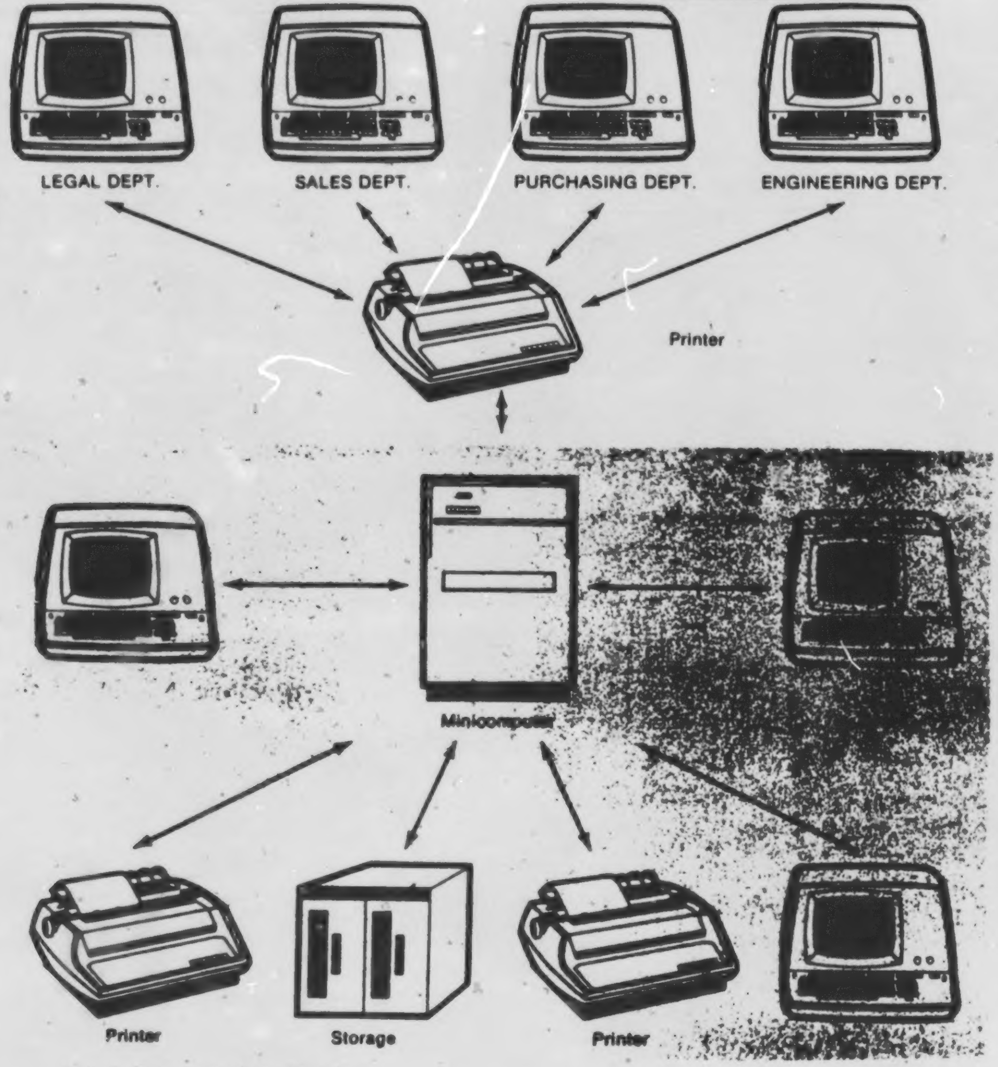

Minicenter
Legal Department
Real Estate Department
Minicenter
Personnel Department
Minicenter
Finance Department
Public Relations Department
Research Department
Computer Department
Minicenter
Minicenter
Minicenter

Diagram of an office system with mini centers. The centers receive their work directly from the department(s) they are assigned to and usually are under the direction of those departments.

Taken from Word Processing (Concepts) by B. H. Ellis, Gregg-McGraw-Hill Publishing Co., 1980.

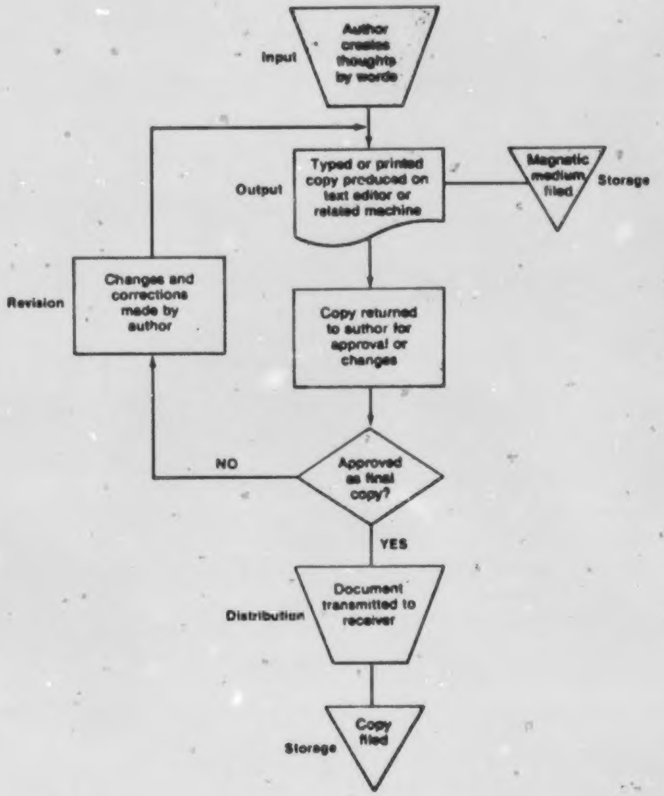
ILLUSTRATION • A Shared Logic System

Instructional Ideas


LEGAL DEPT.
SALES DEPT.
PURCHASING DEPT.
ENGINEERING DEPT.
Printer
Minicomputer
Printer
Storage
Printer

Word Processing Center

Illustration • Flowchart of the Word Processing Cycle


Input
Author creates thoughts by words
Output
Typed or printed copy produced on text editor or related machine
Magnetic medium filed
Storage
Revision
Changes and corrections made by author
Copy returned to author for approval or changes
NO
Approved as final copy?
YES
Distribution
Document transmitted to receiver
Storage
Copy filed

Number	Instructional Ideas

1301.02.03 Class discussion could now turn to the concepts of centralized and decentralized WP, i.e., types of configurations best suited to users' needs. WP texts and/or publications are good sources of material on configurations. In general, the following might be covered:

- point-of-use systems (placed primarily at a secretary's desk and serves relatively few originators.
- module configurations (involves a large number of originators and a dedicated equipment operator who does not perform administrative functions);
- word processing centers
- satellite centers or "mini-centers"

The instructor will identify the personnel, equipment, and procedures used within correspondence centers and administrative support groups. Discussion may involve the advantages and disadvantages of work clusters.

The fact that people do not succeed as WP operators may have nothing to do with the equipment, but everything to do with the working environment (i.e., structure of work place, pressure, interface with people).

Therefore, it is necessary for students to understand the different kinds of WP environments in which they could work. For example, some environments are extremely high pressured. There are people who do very well on WP equipment, but who do not do well under such pressure. Or, people who function well with equipment do not work well in centers. They prefer a shared-secretary environment, for example, involving regular interface with the principals.

At this point it may also be appropriate to talk about a "production environment." This important concept often speaks to potential employees of assembly lines, numbers, loss of identity, etc. A production environment is not a production line. It is efficient and effective use of work time and resources. There can be as much or even more concern for the individual in a production environment as there might be in a traditional office. Students need to see this to determine whether a production environment is an attractive option.

Another strategy is to give students a floor plan--or let them develop their own for an actual office--and ask them to draw the configurations for both traditional and centralized or decentralized WP systems (given the constraints of the particular office and "x" number of originators and "x" number of secretaries). They will soon see, if they are not already aware, that the physical environment is important. There are many resources available on the topic. The Task Forces recommends that this strategy not be emphasized at the expense of time spent on basics, but it can be an inexpensive and creative way to generate awareness.

Number **Instructional Ideas**

1301.02.04 There are units in the CBEP Common Core and Office Core Section which refer to spelling and vocabulary building. The Task Force felt something more is needed for WP, as these units are fairly basic and the WP addition requires a more sophisticated level of communication skills. The Task Force suggests the following:

1) Locate WP vocabulary in texts, reports, and magazines and combine with business vocabulary taken from office practice texts, business journals, or business magazines.
2) Put one or two new words on the chalkboard every day for students to learn. Test them on their vocabulary and spelling development periodically.
3) Have students develop a personal "dictionary" of unaccustomed terminology or words they have trouble spelling. Encourage students to note new or bothersome vocabulary in these notebooks as they encounter such words during the (automated) typing and transcription portions of the course.

1301.02.05 The important point here is to develop awareness in students that there is a definite place for the handicapped individual in the WP field. Guest speakers who are handicapped and working in the field would make for an ideal instructional strategy. There are also many organizations which train the handicapped and are available for classroom presentations. The instructor should be sensitive to student attitudes toward working with handicapped colleagues.

1301.02.06 This objective is covered more thoroughly in module 12.0 where Career Development/Awareness is addressed. However, it seemed important at the onset that students have some familiarity with and appreciation for equal opportunity in the WP field.

A. Traditional secretarial job responsibilities usually change from generalized to specialized with WP. Assigned readings, class discussions, guest speakers, and/or student interviews of WP operators, managers, MSR's, etc. are appropriate instructional strategies.

B. Some new positions created by WP include:

- Administrative Specialist
- Administrative Supervisor
- Administrative Trainee
- Correspondence Coordinator
- Correspondence Specialist
- Correspondence Supervisor
- Correspondence Trainee
- Editor
- WP Manager
- Lead Secretary
- Marketing Support Representative (MSR)
- Proofreader
- Systems Analyst

1301.03.01 Pretest Directions: Column A contains a selected list of WP positions. Column B contains the functions associated with each position, but they are not necessarily in the correct order. Construct a flow chart for a WP environment, matching the correct function to each position.

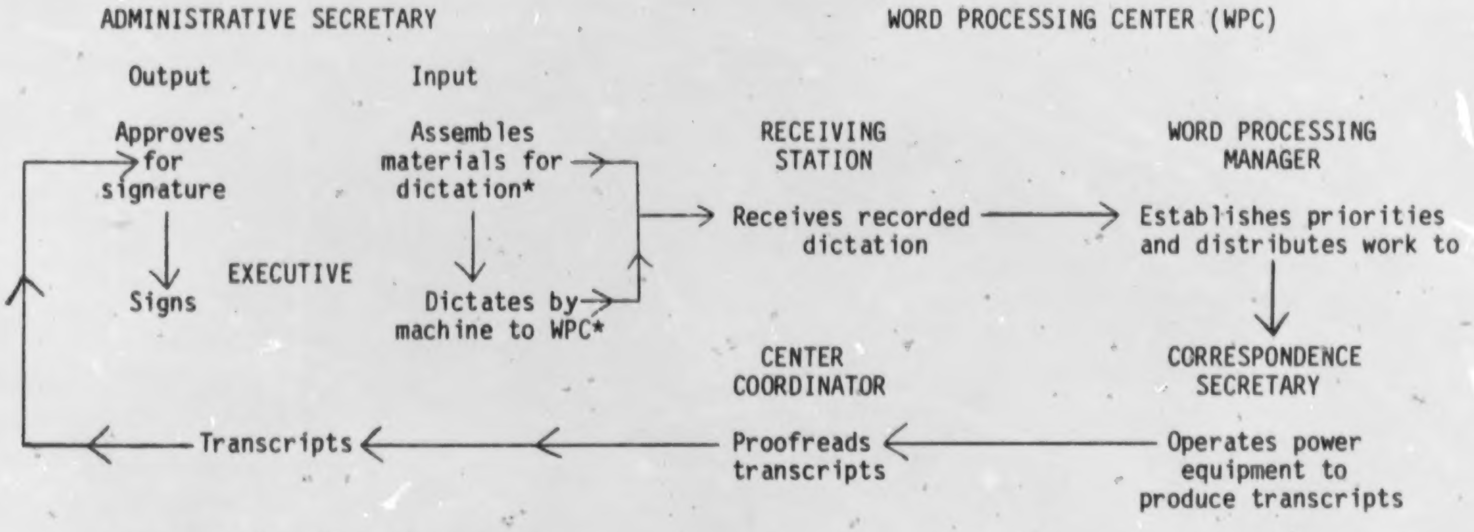
Column A

ADMINISTRATIVE SECRETARY
EXECUTIVE
RECEIVING STATION
CENTER COORDINATOR
WORD PROCESSING MANAGER
CORRESPONDENCE SECRETARY

Column B

Output
Approves for Signature
Signs
Transcriptions
Assembles materials for dictation
Dictates by machine to WPC
Receives recorded dictation
Proofreads transcripts
Establishes priorities and distributes work
Operates power equipment to product transcripts
Input

Pretest Answer:


ADMINISTRATIVE SECRETARY
WORD PROCESSING CENTER (WPC)
Output
Input
Approves for signature
Signs
EXECUTIVE
Assembles materials for dictation*
Dictates by machine to WPC*
RECEIVING STATION
Receives recorded dictation
WORD PROCESSING MANAGER
Establishes priorities and distributes work to
CORRESPONDENCE SECRETARY
Operates power equipment to produce transcripts
CENTER COORDINATOR
Proofreads transcripts
Transcripts

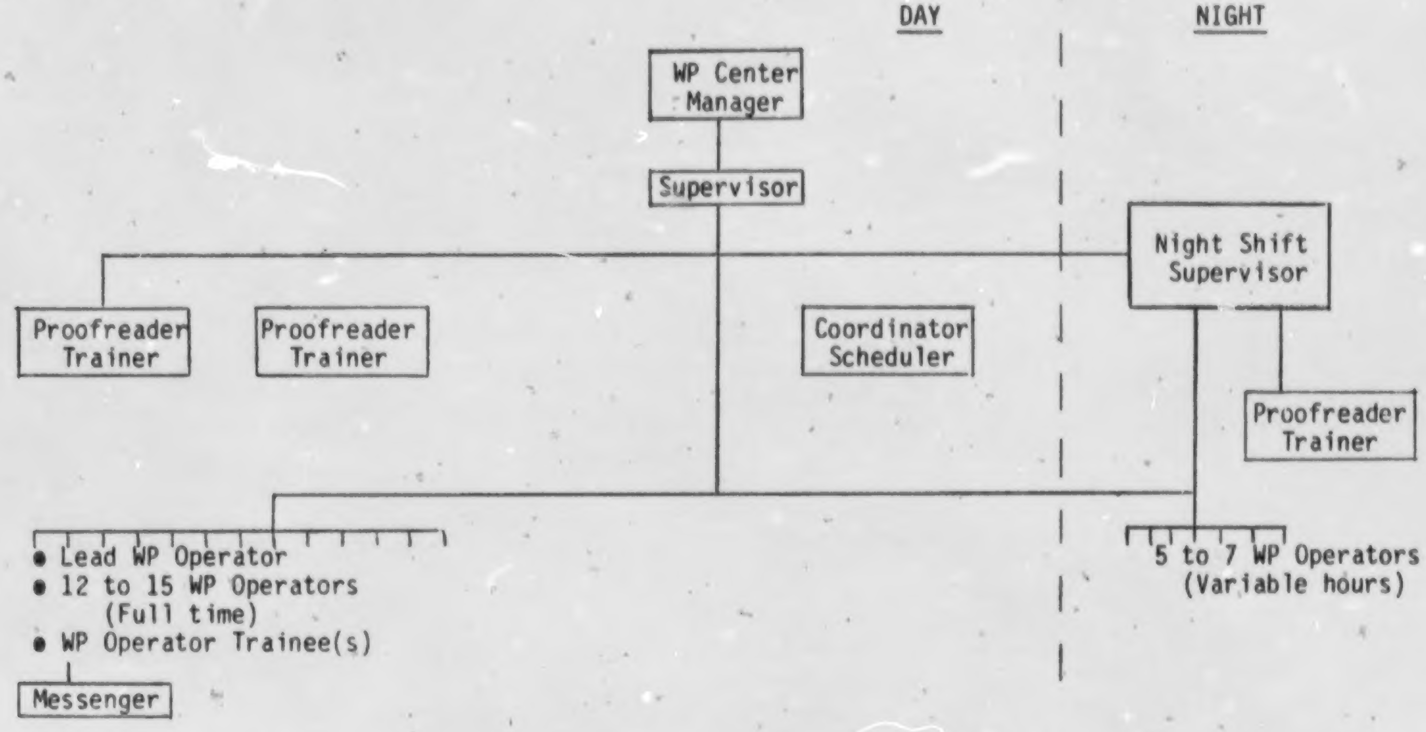
*The administrative secretary may also be the originator of dictation.

1301.03.02 Pretest Directions: The following is an unordered list of positions associated with a WP Center (day and night operation). Construct an organizational chart using all of these positions.

WP Center Manager
Proofreader Trainer
Proofreader Trainer
Supervisor
Coordinator Scheduler
Night Shift Supervisor

Lead WP Operator
12 to 15 WP Operators (Full time)
WP Operator Trainee(s)
Messenger
Proofreader Trainer
5 to 7 WP Operators (Variable hours)

Pretest Answer:


DAY
NIGHT
WP Center Manager
Supervisor
Night Shift Supervisor
Proofreader Trainer
Proofreader Trainer
Coordinator Scheduler
Proofreader Trainer
• Lead WP Operator
• 12 to 15 WP Operators (Full time)
• WP Operator Trainee(s)
Messenger
5 to 7 WP Operators (Variable hours)

1301.04.01 Posttest Directions 1/: Fill in the blanks with the missing WP/business terminology. In some cases, the first letter of the correct response has been supplied.

1. Broadly defined, word processing is the automatic __________ and the systems approach to word processing is the __________
2. The routine tasks of (a)________(b)________(c)________(d)________(e)________ and (f)________ correspondence are being reorganized into a unified system of controlled automated office procedures.
3. Electronic data processing employs (a)________ in (b)__________, (c)________, (d) ________, (e)__________, (f)________(g)________ and (h)________ business data.
4. These data include (a)________(b)________(c)________(d) personnel inventory, and (e)________
5. Help-wanted ads reflect changes brought about by the word processing concept. Some of these new titles are: (a)________(b)________(c)________(d)________(e)________(f)________(g)________ (h)________(i)________ these titles indicate the specialized nature of each position.
6. The significance of these new kinds of secretarial positions is interesting after looking at the development of clerical work. Two basic skills required for the traditional position are ________ and ________. Value of shorthand was recognize in the time of the introduction of the Remington typewriter in 1873.
7. Traditionally, the salary and status of a secretarial position depends on the salary and status of the executive for whom a secretary works, rather than on ________ and ________. Work tasks and re________ depend on the boss. Therefore, a traditional secretary is a g________ instead of a s________.
8. In order to achieve increased output and efficiency, greater s________ in work tasks and skills is needed.
9. Word processing systems separate the t________ secretary's work into two categories: t__________ and n________ duties.
10. The typing becomes the specialized function of the word processing secretary sometimes called the ________ secretary. The position requires a typing technician, Word Processor, who is a m________ person who understands a________ e________ and knows how to use its capabilities to best advantage.
11. A word processing secretary needs good language s________, the ability to think through and s________ problems, and the ability to handle many d________ types of documents and m________.
12. The non-typing duties become the s________ function of the administrative secretary. This position requires a person who is capable with good human ________ skills, and the ability to provide ________ support to the executives in handling their m________, t________, f________, and special p________ assigned.

1/ Posttest courtesy of Virginia Creighton, WP Instructor, San Francisco Community College District

13. The human element in word processing requires new word m_________ and e_________, so changing work habits represent the biggest stumbling block in word processing.
14. If word procesing successfully effects a transition to the automated office of the future, human b__________ rather than modern t_________ will be the deciding factor.
15. Top management must overcome resistance to change in their work habits and in their relationships with fellow workers.

Shortages of s_________ personnel is still an important consideration.

By 1985, half the nation's workers will be in the white-collar jobs. The Bureau of Labor Statistics projects a total of 53.7 million persons employed as white-collar workers.

The list includes _________, _________, _________, and administrators, professionals, ___________, doctors, e________, CPA's, a________, and others. Technical workers e_________, d_________, computer experts, and sales personnel t________ agents, i_________ agents, real e________, automobile s_________ and so on. These people are involved in and are directly affected by word processing.

Answers: 1. document production, and more specifically, is the combination of people, procedures, and equipment that transforms ideas into written communications and helps facilitate the flow of related office work; combination of equipment and personnel in an environment of job specialization and supervisory controls for the purpose of producing typed documents in a routinized, cost-effective manner.

2. a. dictating, b. typing, c. correcting, d. revising, e. copying, f. duplicating
3. a. electronic computers, b. recording, c. coding, d. sorting, e. calculating, f. summarizing, g. storing, h. communicating
4. a. accounting, b. personnel, c. inventory, e. production figures
5. a. office administrator, b. Director of Administrative Services with knowledge of word processing, c. communications and ability to plan work space and office lay out, d. word processing administrator with word processing and data processing knowledge, e. Director of Administrative Services, f. senior word processor, g. correspondence secretary, h. magnetic-card secretary, i. dictaphone secretary
6. shorthand and typing
7. individual skills, abilities; responsibilities; generalist; specialist
8. specialization
9. traditional; typing, nontyping
10. correspondence; machine-oriented; automated equipment
11. skills; solve; diverse; machines
12. sole (or specialized); relations; administrative; mail, telephone calls, files, projects

13. methods; equipment
14. behavior; technology
15. skilled; clerks, secretaries, managers, lawyers, educators, architects, engineers, draftsmen, travel, insurance, estate salesmen, salesmen

1301.05.00 Appendix A contains a substantial bibliography of resources for the WP instructor. New publications are continuously being released, however, and the instructor is encouraged to consult vendors, the local IWPA Chapter, and business journals for the most up-to-date resources.

Number	Condition	Performance	Standard
1302.01.01	Given demonstrations and explanations of the five levels of WP systems,	the student will be able to identify and describe the various types	with 100% accuracy.
1302.01.02	Given classroom discussion of, audio-visual presentations on, and/or introductory usage of the functional parts of a word processing typing device,	the student will be able to: A. Identify the functional parts of a WP system; B. Identify the types of storage media; and C. Describe the function of memory	with 95% accuracy.
1302.01.03	Given additional exposure to and instruction in the features and functions of different WP systems.	the student will be able to: A. Describe at least ten special features of automated typing systems; B. List and describe major document classifications that are processed on automated typewriters; C. List the types of documents each system is best suited for processing; D. Describe at least three additional equipment components that can add to the flexibility of WP systems; and E. List and explain at least six items that should be considered before automated typewriter selections are made	with 90% accuracy on a written criterion-reference test.

Number Instructional Ideas

1302.02.01 There are five basic levels of WP equipment which enhance the preparation of typewritten material. They are:

1) Electronic typewriters is a further enhancement of the correcting electric typewriter and incorporates "Automatic" formatting features. Basic models do not include any out-of-system storage. Some electronic typewriters are upgradable to power typewriters.
2) Power typewriters permits storage of typing onto a media for later retrieval and update. The typewriter cannot be used for simultaneously inputting or editing text.
3) Blind text editors record text into a memory or entry tape, cassette, or card. The system permits heavy editing of stored information.
4) Display text editors allows the secretary to see the text in memory while typing or editing. Display can be one-line or multiple-line. The new multiple-line models have the ability to type and edit via the display while the printer simultaneously types another document or page.
5) CRT text editors print information via a separate printer which produces text "off-line." Simultaneous input/output is possible, and there are several different CRT designs (i.e, partial page, full page, multiple page).

This objective can be taught/learned using slides, graphics, overheads, brochures, equipment demonstrations, and/or student visits to nearby offices.

1302.02.02 A. If the classroom is not equipped with WP machinery, using the slides, graphics, overheads, and brochures for 1302.02.01 above is an equally effective instructional strategy.

B. There are four types of media: magnetic card, magnetic cassette, floppy disk or diskette, and fixed disk. The adaptability of any given media to an application is generally based on the application's page volume. Other criteria may include logging and bookkeeping times, filing limitations/flexibility, access to information, ability to easily duplicate from one media to another, storage costs on a per page basis, and handling and expected life of the media. Used or damaged media are available from local business or vendors for showing students, and they are usually happy to share these items. Having students actually handle the media as this module is presented is generally a more effective instructional strategy than lecture alone.

C. "Memory" or storage should not be confused with "logic," the more difficult of the two concepts to teach/learn and one which the instructor may want to avoid in an introductory class. Memory refers to the means of retaining information after it has been processed. Logic refers to the automation or intelligence of the system.

Number Instructional Ideas

1302.02.03 A. Special features of automated typing systems might include:

- Automatic margin adjust
- Automatic pagination
- Automatic wrap around
- Continuous paper
- Continuous paper feeders
- Dual stations
- Electronic keyboards
- Electronic mail
- Switch code
- Reverse index
- Merging with variables
- Repeat Codes
- Global search
- Hot zone
- Lengthy documents
- Mechanical keyboards
- Shorthand dictionary

B. Five major document classifications are:

1) original documents,
2) repetitive documents,
3) revised documents,
4) prerecorded documents,
5) lengthy documents

C. The four basic automated typing systems and the major document classifications to which they are suited are:

1) STANDALONE MACHINE: the most inexpensive system when only one machine is needed; capable of performing all basic automated typing functions; typically use magnetic cards, cassettes, or tapes for storage; capable of producing original and repetitive documents and performing limited revisions of short documents (1 to 10 pages) and storing limited numbers of prerecorded documents.
2) DISPLAY STANDALONES: use a visual display screen and a separate printer; capable of performing all typing functions more rapidly than standalones because operator views text as it is being typed; normally use floppy discs for storage; capable of producing all basic documents, reproducing prerecorded documents, and performing heavy revisions of lengthy documents.
3) SHARED LOGIC SYSTEMS: use display screens and separate printers with a minicomputer which provides logic to several typewriters; capable of producing all types of basic documents; especially suited for producing lengthy documents with many revision cycles because work can be distributed to several operators.
4) TIME SHARING: enables any company to share large-scale computers to store volumes of information which can be rapidly updated, sorted, searched through, and retrieved; requires only automatic keyboard with communicating capabilities; special services of time-sharing include printing and delivery of documents, photo-typesetting, and special mailing services.

Number

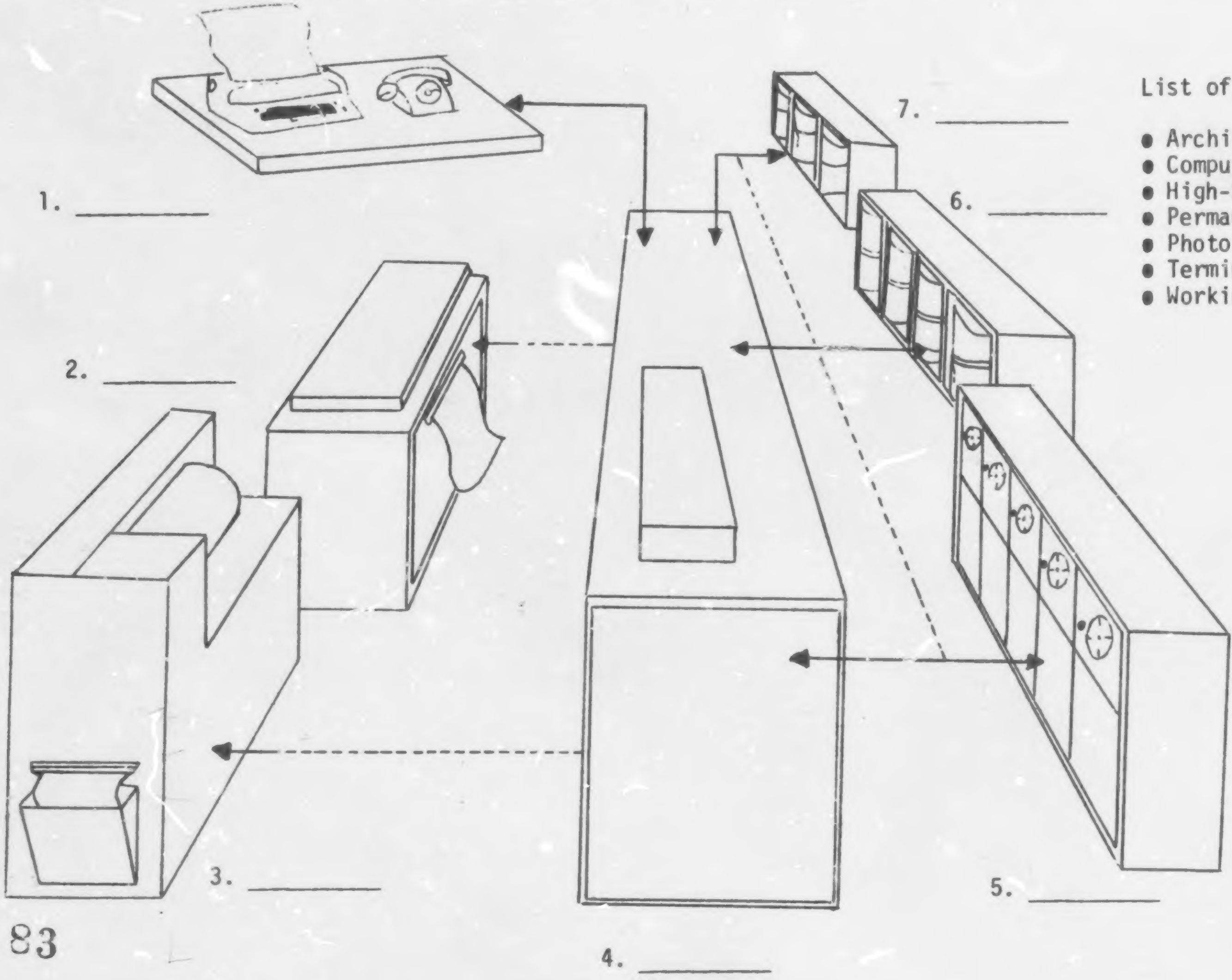
Instructional Ideas

D. Additional equipment components might include:

- OCR scanners: separate equipment components that can convert the characters of documents typed on standard typewriters to magnetic media which can then be input to an automated typewriter.
- Phototypesetting machines: separate equipment components that can transfer the typewritten characters of magnetic media directly into pages that are ready for printing.
- Media converters: can convert magnetic characters stored on one type of media to another, such as from magnetic cards to magnetic cassettes.

E. Several considerations would be involved before selecting equipment.
1) The types and quantities of documents processed by the office
2) The price of equipment
3) The special features of equipment
4) Maintenance
5) Training
6) Future needs of the company
7) Obsolescence
8) Location and space considerations
9) Projected value to company (savings of time, money, personnel, etc.)

1302.03.01 Pretest Directions: The diagram below represents components of a WP system. Each component is labeled with a number. In the column on the right, the names of all components are listed in alphabetical order. Write the correct name of the component in the space provided.



List of Components:

- Archive Storage
- Computer
- High-Speed Printer
- Permanent Storage
- Photo Typesetter
- Terminal
- Working Storage

Number Instructional Ideas

Answers: 1. Terminal; 2. High-speed printer; 3. Photo typesetter; 4. Computer; 5. Archive storage; 6. Permanent storage; 7. Working storage

1302.04.01 Posttest Directions: The following is a checklist of important parts of an IBM Memory Typewriter. (NOTE: Not all typewriters will have the same features. The instructor will need list features according to the type of equipment available for instruction). The checklist will be administered by the instructor, a member of the Advisory Committee, or another student. As s/he says each feature, point to it on the typewriter.

1. Dual Pitch Lever
2. Paper Support
3. Page End Indicator
4. Acoustical Filter Hood
5. Margin Scales
6. Yellow Light
7. Red Light
8. STORE Button
9. RECALL Button
10. NO ZONE Button
11. Typewriter Button
12. Required Tab
13. Repeat Instruction
14. End of Store Instruction
15. Clear Instruction
16. Stop Instruction
17. Required Hyphen
18. Required Backspace
19. Playback Buttons--AUTO, WORD, CHAR
20. Delete Buttons--LINE, WORD, CHAR
21. CODE Button
22. TAB CLEAR/SET Key
23. Center Instruction
24. Required Space
25. Word Underscore Instruction
26. Decimal Tab Instruction
27. PAGE START Button
28. Paragraph Advance Button
29. Line Advance Button
30. Line Return Button
31. Storage Dial (1-50 or 1-50A and 1-50B)

1302.05.01 Technical manuals and advertising brochures from vendors are good sources of instructional materials for this module.

Number	Condition	Performance	Standard
1303.01.01	Given verbal instructions of increasing complexity throughout the course by the instructor,	the student is able to perform the tasks indicated (e.g., submit assignments in the required format, to the correct recipient, on a certain day, at the required time, etc.)	to the specifications established and to the satisfaction of the instructor.
1303.01.02	Given opportunities for verbal communication throughout the course and particularly one-to-one interaction with the instructor,	the student will communicate clearly, using correct syntax and vocabulary, in a relaxed and positive manner	to the satisfication of the instructor or anyone else who interacts with students in the context of the WP course.
1303.01.03	Given both required and suggested reading during the WP course,	the student will refer to information obtained from reading the written report(s) required by the instructor and in classroom discussion	so that the instructor is satisfied that the student is reading and retaining at least one new WP item of information each week.
1303.01.04	Given preprinted documents containing grammar, spelling, and punctuation errors,	the student will correct all errors	with 100% accuracy.
1303.01.05	Given a document which has been proofread and contains a variety of proof marks,	the student will make the required corrections/ modifications	with 100% accuracy.

Number   Instructional Ideas

GENERAL COMMENT:

Communication is an essential part of all phases of business and industry, yet the primary complaint of supervisors across the country is that people cannot spell, they do not have necessary grammar or punctuation skills, and they do not have effective speaking skills for handling telephone work or working face-to-face with the public. Sophisticated machinery will not compensate for employees who lack basic skills. In fact, it just compounds the problem. This module is the Task Force's response to these needs as they relate to WP.

You are already familiar with the objectives and instructional strategies for communication skills contained in the CBEP Guide. This is basic material and a good foundation for a WP program. However, if students are to be successful in the WP field, they may need more intensive instruction in communication skills than what has been suggested elsewhere for the CBEP. The suggested instructional strategies which follow are the Task Force's responses to five different skill areas.

1303.02.01 Good listening is an essential skill in the WP field. You will be helping students develop good listening skills throughout the entire course as you give them directions or new information about WP. Watch each student closely and determine how effective a listener each is. If a student seems to have difficulty listening, encourage him/her to:

1) Following directions
2) Transcription
3) Responsibility
4) Concentrate on the speaker
5) Eliminate emotional reactions
6) Lessen interruptions and avoid daydreaming
7) Listen for key thoughts
8) Summarize mentally or take well-organized notes
9) Review mentally

Analyzing each student's performance individually and discussing his/her listening strengths and weaknesses periodically will reinforce the importance of this skill.

1303.02.02 Speaking, like listening, is a skill which you will help students develop over the entire course. Instructional strategies include both presenting a good model for students to follow by using clear, correct, and pleasant speech and regularly evaluating each student's speaking skills individually.

Instructors might encourage students to improve their speaking skills on any of the following points:

1) Making conversation interesting
    a) sincerity
    b) naturalness
    c) store of knowledge
    d) variety of interests
    e) humor
    f) adjustment of language to listener
2) Vocal communication
    a) audibility
    b) expressiveness
3) Body communication
    a) posture
    b) facial expression
    c) eye contact
    d) gestures
4) Mannerisms
    a) physical mannerisms
    b) vocal mannerisms
5) Acceptance by others

Number Instructional Ideas

Class discussion or guest speakers' presentations will also increase students' awareness of speaking skills, as will students' own presentations of selected topics if class time permit.

1303.02.03 The secret to reading as an educational device is regular reading for short periods of time and on one subject. Encourage students to become knowledgeable in some area of WP which particularly interests them and to set aside a special time for reading during the day or evening. Fifteen minutes before retiring is often a good time. Regular reading will also help students increase their vocabulary and improve their spelling and punctuation.

In addition to a regular personal reading program, the learning environment should include reading material such as WP journals, reports, etc. Required reading can be assigned for written reports or classroom presentation. Finally, the instructor can model the importance of reading by referring to books or current articles in journals or newspapers. The instructors' enthusiasm for reading, especially as it relates to WP, will be particularly meaningful for students.

Ideas which may be helpful to the instructor in assisting students improve their reading include the following:

BASIC READING SKILLS:

Reading for comprehension

1) Main idea in sentence
2) Main idea in paragraph
    a) Main idea in the beginning
    b) Main idea in the middle
    c) Main idea at the end

Recognition of paragraph patterns

1) Chronological
2) Place order
3) Order of importance
4) List of details
5) Comparison and contrast
6) Cause and effect

Reading for information

1) Facts
2) Details
3) Skim
4) Preview parts of material
    a) Table of contents
    b) Preface
    c) Index
    d) Glossary
    e) Appendix
    f) Introduction
    g) Bibliography

Number Instructional Ideas

IMPROVEMENT OF READING EFFICIENCY:

Recognition of reading difficulties

1) Dislike of reading
2) Poor word-attack and recognition
3) Vocalization
4) Pointing to words
5) Word-by-word reading
6) Regression

Improvement of reading habits

1) Building a strong vocabulary
    a) Learn sentence clues for word meaning
    b) Decode word into known parts
    c) Learn differences--word meaning and word suggestions
    d) Learn use of dictionary
    e) Learn use of thesaurus
2) Building memory of new words
    a) Write word and its definition frequently
    b) Learn word and meaning upon first exposure
    c) Compose sentence using new word
    d) Change ending of word--plural, tense
    e) Use new word orally
    f) Use new word in writing requirements
    g) Repeat new word frequently in mind
    h) Learn short lists of new words
3) Recognition of word meanings
    a) Sentence clues
    b) Word part clues
        (1) Prefixes
        (2) Roots
        (3) Suffixes

1303.02.04 There are at least three instructional strategies which are suited to this writing objective. All are most appropriately based on the diagnostic information obtained from the pretest which will indicate to the instructor the individual student's areas of strength and weakness. Building writing skills (grammar, spelling, and punctuation) is also excellent preparation for proofreading.

Number

Instructional Ideas

One strategy is to assist students in finding English workbooks containing exercises which will help them build the necessary skills. These kinds of texts and workbooks abound and would give students ample practice in suitable skill-building exercises.

A second strategy is to encourage students to use the Learning Resource Center or Tutorial Center on campus, if there is one. The student will describe his/her skills need(s) to a tutor, and together they will work to develop the skill.

A third strategy is for the instructor to give the student(s) preprinted skill-building exercises to complete at home and correct and discuss the next day. These can be exercises taken from workbooks, pages from material students enjoy reading with mistakes deliberately inserted (ones similar to the mistakes the student is presently making), or actual business correspondence with mistakes inserted.

The following review of the basic parts of speech, sentence structure, and punctuation illustrates the breadth of writing/communication skills required in the WP field.

REVIEW OF BASIC PARTS OF SPEECH: FORMS AND USES OF THE PARTS OF OF SPEECH

A. Nouns
  1. Characteristics of nouns
  2. Formation of plurals of nouns
  3. Formation of possessive case of nouns
  4. Common, proper, and collective nouns
  5. Concrete and abstract nouns
  6. Construction in which nouns occur
    a. Noun as a subject
    b. Noun as indirect object
    c. Noun as objective complement
    d. Noun as object of a preposition
    e. Noun as appositive
    f. Noun as noun-adjunct
    g. Noun used in direct address
    h. Noun as possessive modifier (determiner)
    i. Noun as predicate noun
    j. Noun as retained direct object

B. Personal pronouns
  1. Characteristics of personal pronouns
  2. Subclasses of personal pronouns
    a. Subjective
    b. Objective
    c. Possessive
  3. Construction in which personal pronouns occur
    a. Subject of a verb
    b. Direct object
    c. Indirect object
    d. Object of a preposition
    e. Direct address
    f. Possessive as determiner
    g. Possessive as substantive
    h. Subjective complement
    i. Retained direct objective
    j. Retained indirect object

Number

Instructional Ideas

C. Verbs
1. Characteristics of verbs
a. Regular verbs
b. Irregular verbs
c. Past tense verbs
2. Agreement of subject and
a. Compound subjects--plural verbs
b. Compound subjects--plural verbs and coordinating conjunction "and"
c. Compound subjects as unit--singular verbs
d. Compound subjects and determiners--singular words
e. Collective nouns--singular verbs
3. Classes of main verbs
a. Transitive verbs
b. Linking verbs
c. Intransitive verbs
4. Nonfinite verb forms
a. Infinitive
b. Gerund
c. Present participle
d. Past participle

D. Adverbs
1. Characteristics of adverbs
a. Place or direction
b. Time or frequency
c. Manner
d. Degree
2. Construction in which adverbs occur
a. Adverbs modifying verbs
b. Adverbs modifying nonfinite verbs
c. Adverbs modifying adverbs
d. Adverbs modifying adjectives
e. Adverbs modifying nouns
3. Distinction between adverbs and prepositions
4. Verb and adverb as unit

E. Descriptive adjectives
1. Characteristics of adjectives
a. Positive
b. Comparative
c. Superlative
2. Adjective-forming suffixes
a. -ive
b. -ful
c. -able
d. -ible
e. -ly
f. -al
g. -ous
h. -ic
i. -ical
j. -ish
k. -y

3. Positions--descriptive adjectives
a. Attributive position
b. Appositive position
c. Predicate adjective
d. Introductory

Number

Instructional Ideas

F. Function words
  1. Determiners (limiting adjectives)
  2. Auxiliaries (verb phrases)
     a. Future tense
     b. Perfect tenses
     c. Passive voice
     d. Active voice
     e. Other kinds
  3. Prepositions
     a. Function of prepositions
     b. Position of prepositions
  4. Connectors
     a. Coordinating conjunctions
     b. Linking adverbs
     c. Subordinating conjunctions--for adverb clauses, adjective clauses, noun clauses as subjects; noun clauses as appositives; noun clauses as predicate nouns
     d. Relative pronouns--definite and indefinite

MECHANICS

A. Capitalization
  1. Proper nouns
  2. Specific names
  3. Regions and localities
  4. Specific buildings, locations, ships, trains, and other
  5. Days of week, months of year, seasons
  6. Divisions of knowledge (courses)
  7. Titles of books and articles
  8. Business, professional, military, and honorary titles
  9. Titles of government officials
  10. Letter parts

B. Word division
  1. Between syllables
  2. Letters required on each line
  3. Syllable and vowel
  4. Final consonant
  5. Compounds
  6. Proper names
  7. Figures and abbreviations
  8. Address
  9. Date

Number

Instructional Ideas

C. Punctuation
  1. Period
    a. Sentences
    b. Initials
    c. Dollars and cents
  2. Comma
    a. Subordinate clause
    b. Nonrestrictive clause
    c. Restrictive clause
    d. Coordinate clauses
    e. Introductory phrase
    f. Parenthetical words and phrases
    g. Series
    h. Omission of words
  3. Semicolon
    a. Compound sentences
    b. Series with commas
  4. Colon
    a. Independent clauses
    b. Items of information
    c. Quotations--long, direct
    d. Quotations--short
    e. Time
  5. Question mark
    a. Direct question
    b. Series of questions
  6. Exclamation point
  7. Apostrophe
    a. Possession
      1. Singular possessive forms
      2. Plural possessive forms
      3. Ownership--joint, separate
      4. Omission of letters
  8. Quotation marks
  9. Dash
  10. Parentheses
  11. Brackets
  12. Ellipses
  13. Hyphen

SPELLING

A. Vowel and consonant sounds
B. Phonetics
C. Prefixes
D. Suffixes
E. Homonyms
F. Antonyms
G. Synonyms

Number Instructional Ideas

SENTENCES

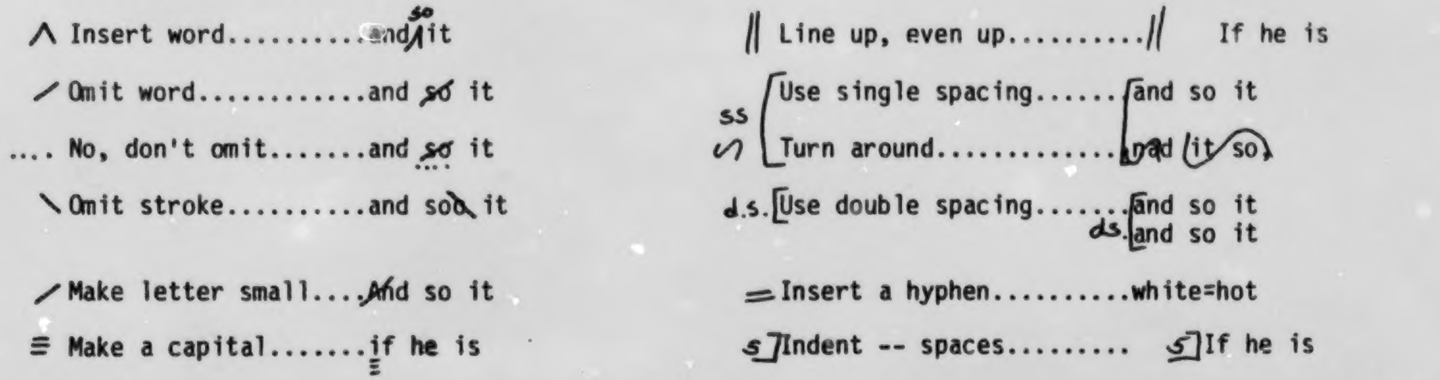
A. Sentence unity
    1. Sentence fragment
    2. Run-on sentences
    3. Comma fault
    4. Awkward and ambiguous phrasing
B. Sentence coherence
    1. Misplaced modifiers
    2. Ineffective placement of special modifiers
    3. Misrelated modifers (dangling construction)
    4. Indefinite and unclear reference of pronouns
    5. Lack of parallelism
    6. Sentence length and structure
C. Accurate choice of words

PARAGRAPH DEVELOPMENT

A. Topic sentence
B. Types of paragraph development
    1. Narration
    2. Description of a procedure
    3. Description of space arrangement
    4. Partition
    5. Classification
    6. Comparison
    7. Development by inductive reasoning
    8. Development by deductive reasoning
C. Unity, organization, and coherence

1303.02.05 A number of English texts or workbooks or office education texts contain proofreading symbols and explanations of how to use them. An initial instructional strategy would involve introducing the proofreading marks to the student on the blackboard or through a handout. Following that, students might receive sample business documents with errors and corresponding proofreading marks which they could discuss as a class or correct individually as a homework assignment. Following this kind of introduction and practice, students will then actually use the marks extensively as they encounter Modules 1306 and 1307 where actual documents are produced. The following may be of help to instructors.

REVISION MARKS FOR ROUGH DRAFTS AND REVISES



∧ Insert word..........and∧it (so)

/ Omit word............and ~~so~~ it

.... No, don't omit.......and so it

\ Omit stroke..........and so\ it

/ Make letter small....And so it

≡ Make a capital.......if he is

|| Line up, even up..........|| If he is

ss [Use single spacing......[and so it

[Turn around.............[and it so

d.s. [Use double spacing.......[and so it
ds. [and so it

= Insert a hyphen..........white=hot

5] Indent -- spaces......... 5] If he is

Number Instructional Ideas

≡ Make all capitals....I hope so

—] Move as indicated....and so —]

⫽ Line up, even up.....TO: ⫽John

⁀ Omit the space.......10 a. m.

— Underscore this......It may be

σ Move as shown........it is not

‿ Join to word.........the re port

word Change word..........and ~~so~~ if he

⊙ Make into period.....to him⊙

§ Insert a space..........and§so it

○ Don't abbreviate.......Dr. Judd

○ Spell it out..........①or②if

¶ New paragraph..........¶ If he is

∨ Raise above line........Hale∨says

+# More space here....... It may be

-# Less space here.........If she is

2# 2 line spaces here......If may be

1303.03.01 Objective English skills tests given to entering college freshmen for Subject A or English 1A (Freshman Composition) are excellent diagnostic tests. They identify very quickly a student's strengths and weaknesses in communication skills (reading and writing). Another good source of skills tests should be the high school English department. In the event the instructor does not have access to either resource, then exercises found in standard English grammar books (upper class high school or community college) can be the basis for a diagnostic test. Using the results of such a test, the instructor can a) assign appropriate skill-building exercises to the student, b) recommend simultaneous placement in other courses, or c) recommend replacing the WP course with a skill-building class before re-enrollment in WP.

1303.03.02 Using the sample list of proofreading marks in 1303.02.05, the instructor can either scramble one column and have students match the correct meaning to the appropriate mark, or instructors can omit the definitions and pre-test students from memory. Students who already have proficiency in proofreading will be identified and can be assigned other units or projects.

Number	Instructional Ideas
1303.04.01	All applicants for WP positions at Standard Oil Company are required to complete a spelling test, a typing test, and a punctuation test. Those applicants applying for a stenograpic position take a shorthand test as well.

The applicant starts with a spelling test. This test consists of a list of 50 words. Some of these words are spelled correctly, and some are spelled incorrectly. The applicant is to underscore those words that are incorrectly spelled and write them correctly in the space provided. This spelling test is comprised of common business words, i.e., words containing double letters or troublesome vowels, etc. The passing grade is 80 percent. This test is not timed. When the spelling test is passed, the applicant continues with the typing test.

After a brief warm-up period, the applicant is given a five-minute typing test on material of average syllabic intensity. The material is to be typed line for line and double spaced with a five-stroke paragraph indention. Two words a minute are taken off for each typographical error. A net speed of 55 words a minute is the minimum required for the positions of typist and stenographer. A net speed of 65 words a minute is required for the senior typist and management stenographer positions. After the applicant passes the spelling test and punctuation test, a second typing test is given and the higher net score of the two typing tests is recorded.

A short punctuation test involving the use of the comma, semicolon, quotation marks, colon, and apostrophe is given. This test also includes the proper use of the pronoun. The applicant is asked to correctly punctuate eight sentences and to select the correct pronoun in two additional sentences. This test is not timed. A passing score would not exceed five errors.

The shorthand test is given at 100 words a minute, and the material used for dictation is counted by the standard words (28 syllables equal 20 standard words). The two short letters are dictated for warm-up; then a letter approximately 2 1/2 minutes long is dictated for transcription. The applicant is to transcribe the letter in mailable form--all typographical errors corrected neatly, proper spelling, correct punctuation, and paragraphing. The Stenographer position requires 100 words a minute with five or less errors. The management stenographer position requires 100 words a minute with three or less errors.

An applicant may retest in the specific area needed.

Number

Instructional Ideas

SAMPLE PUNCTUATION TEST

Punctuate each of the following sentences correctly.

1. As long as Mr. Foster opposes the modernizing of our offices we shall be unable to purchase new desks and chairs. (Comma after offices.)
2. His car was out of gas mine had two flat tires. (Semicolon after gas.)
3. The following are the primary colors red blue yellow. (Colon after colors, commas after red and blue.)
4. We met them on Monday October 13 at Tom Hardys house. (Commas after Monday and 13. Apostrophe before the "s" in Hardys.)
5. Susan asked Will you be able to join us (Comma after asked. Quotation marks before Will. Question mark after us. Quotation marks after question mark.)

Cross out the incorrect pronoun.

6. The manager asked (her/she) to buy the typewriter, but it was not (her/she) who placed the order.

SAMPLE SPELLING TEST

Underscore all words spelled incorrectly and spell correctly on the dotted line.

itenerary ....(itinerary).......
latteral.........(lateral).........
serviceable........................
teritory........(territory)........
incumbent..........................
siege............................

feasible........................
relevent......(relevant)........
perserverance..(perseverance)...
recipient.......................
alledge.........(allege)........
advisory........................

Number | Instructional Ideas

SAMPLE SHORTHAND TEST

100 Words A Minute

Dear Mr. Green:

No doubt you, like most of us, pay a percentage of your salary toward Social Security. Yet the chances are you have never taken the time to investigate fully the Social Security benefits available to you or to your family.

For example, do you know how much you will receive each month at the age of 65? Do you know what will happen to your Social Security fund in the event of your death? Do you know what papers are necessary in claiming benefits?

These are things you should know. To help you answer them, our representative, whose name is on the enclosed card, will gladly supply you with an analysis chart that clearly shows what benefits you or your family may expect to receive. This as well as other information will be furnished by our representative with no obligation on your part.

We are extremely sorry that our representative will not be able to personally visit with you at this time. However, it is our hope that this analysis chart will provide you with sufficient answers.

If you should have questions which are not answered by the analysis chart, please complete the enclosed form requesting further information. This form should be mailed to our representative for a prompt response.

Very truly yours,

111 112

Number	Condition	Performance	Standard
1304.01.01	Given in-depth orientation to library resources and more specialized WP resources,	the student will answer a multiple-choice or other written test	with 90% accuracy.
1304.01.02	Given a problem application,	the student will be able to select and utilize appropriate reference materials	to produce correct copy.

Number **Instructional Ideas**

1304.02.01 A unit on reference materials might consist of the following:

A. Orientation in use of library
  1. Location of reference materials
  2. Mechanics for effective use
  3. Use of library books, magazines, and newspapers
  4. Dewey Decimal System
  5. Library of Congress System

B. Dictionaries
  1. Types of dictionaries
    a. General dictionaries
    b. Specialized dictionaries
  2. How to use dictionaries
    a. Guide words
    b. Main entry
    c. Pronunciation key
    d. Parts of speech
    e. Special forms and special spellings
    f. Meanings of the word

C. Other reference sources
  1. Technical manuals and pamphlets
  2. Bibliographies
  3. Periodicals

D. Exercises in the use of resource materials
  1. Cumulative indexes
  2. Atlases
  3. Encyclopedias

Number	Instructional Ideas
1304.02.02	Problem applications will arise continuously as students advance to the production modules (1306 and 1307) and begin producing documents. First, it is recommended that the classroom or learning environment contain a wide variety of reference materials. For example, for a class of 30 students, an instructor might have at least one or two copies of 25 different references on hand (e.g., law books, medical terminology books, zip code directories, toll free number directories, dictionaries, etc.). Without giving a grade, have every student read the how-to-use section of every reference and finger through every book to determine what information is contained in each volume.
1304.02.03	Instruct the class that they are to turn to the classroom reference or to each other for information when they encounter a problem and should only go to the instructor as a last resort. In this way, they will simulate real office situations where employees must rely on and help one another. Students will usually quickly discover that there are one or two references which they use constantly.
1304.02.04	Maintain a list in the classroom of additional reference books and their prices. As students encounter problems for which there are no ready references in the classroom, they can either go to the library, go to a bookstore, or order directly from a publisher.
1304.02.05	Have each student keep a "bad speller's dictionary" at his/her desk to hold those words which are personally troublesome. A small spiral notebook is sufficient to hold such words.
1304.02.06	Encourage students to use references to help them. Let them know that using a reference is not a stigma and that industry encourages it. The confidence of many students will increase as they realize that using references is not only accepted, but expected.
1304.02.07	As individuals or the class visits WP centers, look for references used by employees and briefly discuss as a group their use at the next class meeting.
1304.03.01	Ask students to jot down the references which they would expect to find or want to take with them to a WP position. By analyzing the results of this exercise, you will be able to tell how many students are already familiar with references and simply need exposure to additional resources vs. how many are inexperienced with the use of references. You will then be able to plan instruction accordingly or move on to the next module, confident that students have the needed background in this important skill.
1304.04.01	During a dictation and typing/automated typing exercise, provide an application of considerable technical difficulty which will necessitate students' using references. Those students who can locate material and apply it successfully to their work should be considered to have mastered the reference module.

Number Instructional Ideas

1304.05.01 Address and Telephone Information:

Congressional Directory, U.S. Government Printing Office, Washington, D.C.

Telephone directories (regular and classified)

City directories. Some cities have a directory of residents that gives their occupations and certain other information as well as addresses.

Biographical Information:

Who's Who in America, Marquis--Who's Who, Inc., Chicago, Ill.

Webster's Biographical Dictionary, G. & C. Merriam Company, Springfield, Mass.

Current Biography, The H. W. Wilson Company, New York, N.Y. Monthly, cumulated annually.

World Who's Who in Commerce and Industry, Marguis--Who's Who, Inc., Chicago, Ill.

Who's Who in the East, Marquis--Who's Who, Inc., Chicago, Ill.

Number	Condition	Performance	Standard
1305.01.01	Given discussions of and/or audio-visual presentations on the development of dictation equipment	the student will be able to describe the history of and rationale for dictation equipment in either an oral or written statement	using correct grammar and factual content to the satisfaction of the instructor.
1305.01.02	Given discussions of and practice with various kinds of dictation equipment,	the student will be able to: A. Name the three major types of dictation equipment and list the advantages of each; B. Describe the two major dictation media classifications; C. Describe some of the special features of dictation equipment D. Describe at least three factors that should be considered when making machine dictation equipment selections	with 90% accuracy.
1305.01.03	Given practice with desk-top and centralized systems, and both discrete and endless loop,	the student will be able to transcribe a variety of input	at the rate of 3 full pages per hour with 100% accuracy.
1305.01.04	Given material which is difficult to transcribe due to poor technique on the part of the originator,	the student will identify the originator's problem(s), develop an approach for correcting the problem(s), and discuss the matter with the originator	so that the originator's dictation is easier to transcribe.
1305.01.05	Given a variety of dictated documents,	the student will produce first-time final copy where draft is not required	at the rate of 3 full pages per hour with 100% accuracy.
1305.01.06	Given exposure to the potential for bilingual/multilingual applications,	students who are literate in a language other than English will be given practice in bilingual dictation and transcription to produce mastery.	at the rate of 3 full pages per hour with 100% accuracy.

Number Instructional Ideas

GENERAL COMMENT:

There is a considerable difference of opinion regarding dictation/transcription and WP. The Corporate WP Manager for Syntex reported that she would not hire anyone who could not transcribe. One the other hand, task analysis preparatory to work by the Task Force indicated that virtually all WP offices have dictation/transcription machinery, although only 20% of them take full advantage of it. Fully 80% are submitting hard copy to WP operators. However, it is also apparent that the lack of use of dictation/transcription is largely a result of originator's lack of familiarity with such systems. For this reason, the Task Force has included strategies for working with originators. The strategy for teaching/learning this module begins with a conceptual overview and moves to applications for developing skills in this area. For the classroom without WP equipment, dictation/transcription will probably form the bulk of instruction.

1305.02.01 A. The principal points concerning the development of dictation equipment might include:

1) Dictation equipment traces its ancestry back to Edison's first cylinder playing phonograph in 1877 and Alexander Graham Bell who produced the graphophone in 1888. By the Twenties the wax recording cylinder became the mainstay in dication recording applications and continued in widespread use up until the Fifties.
2) Dictaphone Corporation began recording on plastic belts in 1947.
3) The development of magnetic media allowed dictation to be erased for reuse.
4) Recording cassettes are currently one of the most popular types of machines.
5) Machine dictation is the beginning of the input phase in the word processing cycle and speeds the process of moving speech from the word originator to the transcriptionists. Dictating by machine is five times faster than longhand, and over twice as fast as face-to-face shorthand. Additional productivity is also gained by eliminating the secretary (stenographer) in a "shorthandless" mode of dictating. Dictation equipment is the only form of modern word processing office machinery that is directly employed by the executive. And with automatic typewriters or text editors and copiers which ease the burdens (and increase the performance) of secretarial or clerical personnel, dictation units optimize the performance of both office and executive staffs.

   Typical speech rates average 90 to 110 words per minute. This contrasts with handwriting speeds of 10 to 15 words per minute. Dictation speaking rates are somewhat slower, averaging about 60 to 80 words per minute.

   The typical business letter has been steadily growing shorter and shorter. At the present it is about 150 words long. It takes approximately 3 minutes to dictate to a machine or 12 minutes to write out in longhand. For a $20,000 per year executive ($.16 to $.17 per minute), this savings of 9 minutes is worth about $1.50 on the average letter.

Number Instructional Ideas

B. Slide-tape presentations or short films on the subject are effective ways to introduce the history of dictation equipment and its rationale. A demonstration of long-hand or shorthand input vs. dictated input on cassette will serve to illustrate the efficiency of dictation equipment for students who lack experience with a system.

1305.02.02 A. The three basic machine dictation models are: desk top, portable, and central recording systems. If these are available in the classroom, they can be demonstrated. Otherwise, slides or photographs can substitute for demonstration.

B. The two major classifictions of dictation media are discrete media (i.e., cassettes, discs, and belts) and endless-loop media. The advantages and disadvantages of both can be described, discussed, and whenever possible demonstrated. Students will probably be most interested if they know they will have to use both kinds of media shortly in the next module.

C. Special features include electronic eyeing, LEDs, two-track tape systems, intercom, automatic measured review, and voice-operated relays (VORs).

D. Factors would include: quantity of dictation; costs; compatibility of products; media considerations; equipment maintenance; and convenience.

1305.02.03 A. Development of dictation/transcription skills will involve practice exercises. In addition to commercial tapes which are readily available, the instructor can ask members of the Advisory Committee to make tapes for students or for students to make tapes for each other. If possible, students should be given the opportunity to practice using all three types of media. Areas which might be emphasized in helping students develop skills, and their possible order of emphasis, might include:

1) Operation of transcribing unit
   a) Volume control
   b) Tuning control
   c) Speed control
   d) Tone control
2) Development of transcription skills
   a) Preparation
      1) Uncover the unit and connect to a wall electric outlet
      2) Attach the accessories (headset, etc.) to the unit
      3) Place the record and the indication slip on the machine
      4) Move the transcribing head to starting position
      5) Turn the motor switch to "On"

Number

Instructional Ideas

- 6) Listen to special instructions
- 7) Adjust the volume and turning mechanism
- 8) Adjust the hearing device and foot or hand controls for greater comfort
- 9) Review special instructions and corrections
- 10) Estimate letter length
- 11) Prepare the typewriter, including margin stops, tabs, correct letterhead, and carbon pack

b) Practice
  - 1) Proceed to transcribe
  - 2) Proofread before removing the letter from the machine
  - 3) When all letters on the record have been transcribed, remove the record and indication slip
  - 4) Turn off the machine, disconnect it from the wall outlet, and replace the cover
  - 5) Prepare the letters for the boss's signature

3) Transcribing problems
  - a) Corrections
  - b) Unusual words
  - c) Punctuation
  - d) Errors in grammar
  - e) Similar sounding words
  - f) Errors in content
  - g) Material omitted from dictation

4) Transcribing letters
  - a) Parts of letter
  - b) Letter styles
  - c) Special letter notations, carbon or photocopies, multi-page letters, and envelopes
  - d) Standard business letters

5) Perfecting the letter
  - a) Proofreading
  - b) Editing business communications

6) Other typewriting activities
  - a) Manuscript typewriting
  - b) Typewriting rough drafts
  - c) Tabular typewriting

7) Other business communications
  - a) Urgent messages
  - b) Repetitive correspondence
  - c) Intracompany messages

Number Instructional Ideas

B. A special dictation/transcription application involves statistics, charts, or similar graphic materials. Very often new employees who have no experience with this kind of application will not know to draw a diagram from dictated material and transcribe from the visualization. A little practice with this procedure will accustom students to a very useful technique.

1305.02.04 A. Arrange for students to transcribe from poorly dictated material. Again, the Advisory Committee can be a source of dictation, and real-life applications will invariably present several examples of poor dictating techniques. Alternatively, the instructor can prepare appropriate tapes by covering the phone receiver with handkerchiefs, sneezing or clearing the throat in the receiver, and literally talking with a mouthful of marbles.

B. Introduce dictation problems gradually, letting students discover some of the problems for themselves. As they start asking questions about the originators' techniques, opportunities for discussion will arise naturally.

C. Instruction on how to work with the originator falls into two types of cases: First, there is the office where none of the originators knows how to use the equipment properly. Historically, dictation equipment has not been welcomed by originators. Even though a case can be clearly made for the cost efficiency and simplicity of using dictation equipment, originators still revert to using longhand and shorthand even with a dictation machine on their desk.

The reasons are simple. People take the path of least resistance and will always revert to well-known habits of doing work. Because the advantages of dictating are often presented as primarily helping the Secretary, they may or may not be considered a good incentive for an originator to modify his/her work habits and go through the learning curves involved in a new skill. The incentive to change must be based on advantages to the originator.

When presenting students with a case for using dictation equipment, help students to focus on the advantages to the originators--speed and accuracy of input, simplicity of use. Use statistics when possible--they are easy to remember and have impact. The student will have to be prepared to show the originator how to use the equipment. Most systems are not used because the originators do not know how (or forgot how) to use them. Originators can be taught the system by illustrating its use on actual work the originators are doing, applying it to their needs.

The other case occurs with troublesome technique: interruptions, lack of vocal clarity, inadequate tone or speed control, background noise from automobiles or airplanes, unaccustomed foreign-language accents, etc.

Number Instructional Ideas

Points which students can be prepared to cover with originators might include:

1) Types of work which can be dictated efficiently.
2) How to begin dictating (buttons to push)
3) How to listen to dictation, correct errors
4) How to end dictation
5) Procedures for effective dictation
    a) Spelling words
    b) Indicating capitalization
    c) Indicating punctuation
    d) Indicating paragraphs, titles, underscoring
6) What to check if equipment does not work properly
7) Whom to call with problems

D. The importance of interpersonal relationshilps in this situation should be stressed with students. Students might role-play problem situations with each other. Likewise, having students dictate tapes for each other helps them gauge the problems of dictating and provides concrete examples of interpersonal resolution.

1305.02.05 Many companies require first-time-final documents back to the originator to avoid the "crippled" or "lazy user" syndrome. Instruct students to go after first-time final as often as possible. If revisions become necessary later, they can then be done quite quickly. As students build skills in dictation/transcription, especially with the practice that will come with modules 1306 and 1307, they will increasingly and more easily arrive at first-time finals.

1305.02.06 Many companies and public agencies require bilingual, or even multilingual, employees. Those students who are literate in English and another language can be given practice in bilingual or multilingual applications. Other students might simply be made aware that there is a need for bilingual/multilingual people in the WP field, and this need is likely to grow.

1305.03.01 The primary goal of this module is to develop students' transcription skills. A pretest will serve as a diagnostic measure to determine what skills students already possess, if there are any faulty habits which might be corrected, and what exercises would be best suited to further skills development. Commercial pretests are readily available, or instructors might wish to make their own tapes.

Number Instructional Ideas

1305.03.02 The following is a simple matching pretest to determine a student's knowledge of the concepts suggested for this module. Students will choose the definition on the right which best matches the item on the left and write the identifying letter in the space provided.

1. Intercom and telephone recording ______
2. LEDs ______
3. Portable recording models ______
4. Transcribing machines ______
5. Two-track tape systems ______
6. Voice-operated relays (VORs) ______
7. Magnetic Media ______
8. Automatic measured review ______
9. Central recording systems ______
10. Desktop recording systems ______
11. Discrete media ______
12. Electronic cueing ______
13. Endless-loop media ______

A. Made machine dictation more convenient and more popular because it can be reused and corrections made easily. Examples currently used are cassettes, belts, and discs.
B. A major media classification that is very popular in offices because the media can be easily removed from the machine and mailed or given to a transcriptionist for processing.
C. Dictation and transcription can take place simultaneously, but lengthy documents cannot be easily distributed to several transcriptionists unless a multiple station system is used.
D. Are always ready to receive dictation and are practical for people who spend a great deal of time dictating or must dictate lengthy documents.
E. Are typically used by principals who must dictate in remote locations.
F. A number of principals can input dictation into the system by using either their telephones or specially wired microphones.
G. Equipment components consist of a headset and foot pedal or thumb control.
H. Replaces the use of an index strip for marking the length of letters and special instructions.
I. Electronically displayed light which indicate the length of letters and also eliminate the use of index strips.
J. Enables the originator to insert special instructions or additional dictation at any place in the dictation.
K. Allows the originator to speak to the transcriptionist via the dictation machine or to call the office and record a message on the dictation machine.
L. Close up the silent space on a recording, making a continuous flow of dictation.
M. Allows the machine to back up nine spaces or less and the originator or transcriptionist does not have to rewind to hear previously dictated words

Number Instructional Ideas

Answers: 1K; 2I; 3E; 4G; 5J; 6L; 7A; 8M; 9F; 10D; 11B; 12H; 13C.

1305.04.01 The same procedure applies to the posttest as to the pretest in 1305.03.01. Entry-level dictation/transcription competency is considered by industry to be three full pages (54 lines per page) of final copy per hour.

1305.04.02 The following case study will test students' ability to apply their understanding of machine dictation equipment to real-life problem.

Professional Associates employs 14 people. Two are responsible for originating approximately 20 letters and documents per week, 5 employees are responsible for originating about 70 documents each week, and three employees are responsbile for originating lengthy reports and reports on construction sites while in the "field."

The company has recently done a study which indicates that the cost of producing a one-page typewritten document is about $5.20. In order to economize, the company is planning to convert to a WP system employing automated typewriters and machine dictation equipment.

From your knowledge of dictation equipment, suggest equipment that would help bring the cost of producing letters and documents in this company down and provide an efficient dictation system for all employees. In addition, list and explain the major items you would consider before choosing one company's equipment over another.

Number	Condition	Performance	Standard
1306.01.01	Given complex written and verbal instructions,	the student will be able to follow instructions and make adjustments for machine applications	so that output is 3 full pages per hour with 100% accuracy.
1306.01.02	Given several kinds of input (i.e., handwritten, typewritten, rough draft, alpha or symbol shorthand, and machine dictation),	the student will prepare original typing	at the rate of 3 full pages per hour with 100% accuracy.
1306.01.03	Given assignments where both single and multiple carbon copies are required,	the student will produce multiple originals	at the rate of 3 full pages per hour with 100% accuracy.
1306.01.04	Given a series of five repetitive letters with variables,	the student will prepare the required letters	at the rate of 3 full pages per hour with 100% accuracy.
1306.01.05	Given typed copy with both single and multiple pages,	the student will prepare both light and heavy revisions	at the rate of 3 full pages per hour with 100% accuracy.
1306.01.06	Given a variety of forms utilized in typical offices,	the students will complete the required typing	at the rate of 3 full pages per hour with 100% accuracy.
1306.01.07	Given a statistical typing job,	the student will prepare statistical copy using both tabular and columnar set-ups	at the rate of 3 full pages per hour with 100% accuracy.
1306.01.08	Given an assignment to prepare specialized graphic material,	the student will prepare flow charts and other specialized copy	at the rate of 3 full pages per hour with 100% accuracy.

Number	Condition	Performance	Standard
1306.01.09	Given typed documents and other copy,	the student will proofread all pages for spelling, punctuation, grammar, and clarity of content,	identifying all errors to 100% accuracy.
1306.01.10	Given bilingual and/or multilingual materials in dictated form or in rough copy,	the student with skills in a language other than English will produce typed copy	at the rate of 3 full pages per hour with 100% accuracy.

Number

Instructional Ideas

1306.02.01 A. There are various exercises which instructors can have students perform to increase their ability to follow directions. Not all students will need such practice, but for those who do, exercises like the sample which follows should be of help.

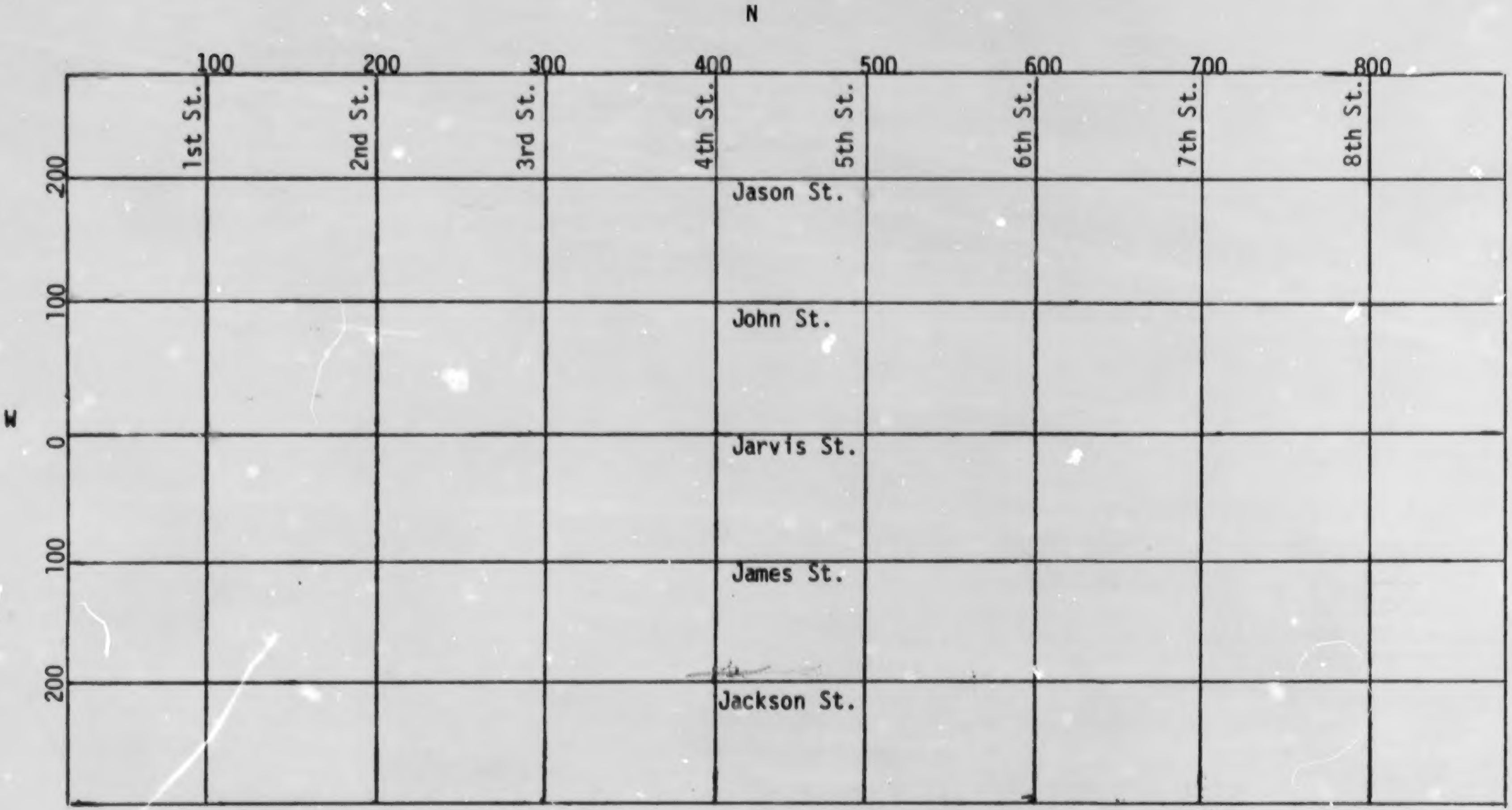
EXERCISE IN FOLLOWING WRITTEN DIRECTIONS:

Using a map like the one below, ask students to follow the instructions also written below. Instructions to students: Place each X exactly over the intersections of the streets and proceed with each successive instruction by starting from the last X you wrote, except in the instances where you are instructed otherwise. Number each X as you write it. When you write an X let it stand, make no erasures. There is no time limit, but you are competing with the other members. When you have completed the ten instructions, fold your sheet and keep it folded.

1. Place an X at the corner of Johns and 5th Streets.
2. Walk two blocks east, three blocks south, two blocks west, one block north and place an X at the corner where you arrive.
3. Walk one block east, three blocks north, one block east and place an X at the corner where you arrive.
4. Walk five blocks south, two blocks west, three blocks north, one block east and place an X at the corner where you arrive.
5. Walk three blocks west, one block south, five blocks east, and place an X at the corner where you arrive.
6. Walk one block east, three blocks west, three blocks north, and place an X at the corner where you arrive.
7. Place another X as far from the west and south borders of the map as your last X is from the west and north borders of the map.
8. Start north, zig-zag north and east, alternating one block at a time and walking five blocks in all, then place an X at the corner where you arrive.
9. Start at the opposite corner of the block southeast of where you placed the last X, walk two blocks west and place an X at the corner where you arrive.
10. Go three-fourths of the way around a square that has the length of two blocks on each side, starting where you placed the last X and ending south of your starting point. Place an X at the corner where you arrive.

Number Instructional Ideas

MAP FOR WRITTEN COMMUNICATION EXPERIMENT


N
W
100
200
300
400
500
600
700
800
1st St.
2nd St.
3rd St.
4th St.
5th St.
6th St.
7th St.
8th St.
200
100
0
100
200
Jason St.
John St.
Jarvis St.
James St.
Jackson St.

Number | Instructional Ideas

B. Students should be able to use all the different machines in the classroom or skills center. If it happens that there is only one type of machine available for students, the instructor might consider asking local businesses or industry to donate old models, which can be just as satisfactory for teaching students the different capabilities of various models. In return for used machines, the School or College Board would give the donor a receipt for income taxes with the value of the machine clearly indicated.

With a variety of models, students will learn that there are many special-purpose typewriters to match certain jobs for maximum efficiency. In the course of learning how to use these machines properly, students will probably have to use the instructional manuals, and this in turn gives them practice with following directions. For example, if the classroom has a formswriter, students will learn how to type quantities of forms on an appropriate machine. With this model, a special frame is attached to the rear of the machine to hold continuous, fanfolded forms with interleaved carbon paper. The typist does not assemble and insert each set of forms individually. Rather, when the typist finishes typing the forms, s/he merely lifts the special platen, pushes the movable part of the frame holding the carbon to the beginning of the next blank form, and tears off the completed forms.

A decimal tabulation typewriter is another model which is used primarily for the satistical typist who must type columns of figures. It has an extra row of keys above the number row, each of which is a tab key that will automatically position the carriage the desired number of digits before the decimal point. With the tab keys located above the numeral row, only the top two rows of keys are used for numerical typing.

If local business or industry cannot donate used equipment, the instructor might try having local vendors install equipment for short periods of time, enough to allow groups of students to learn the equipment's features and capabilities, if not enough to develop skill.

1306.02.02 A. It may often be impossible to predict how skillful students will be at typing when they enroll in this course. Completion of a typing class should be a prerequisite to the course, but one teacher's satisfaction with a student's performance may not meet another's expectation. Therefore, WP instructors will probably want to start with a typing review to teach or reteach those skills which students never learned or have forgotten. If a student's typing skills are marginal, but the instructor decides there is enough there to build on, then other WP instructors suggest that students not be allowed to use the automated equipment until they have reached competency in certain areas. These instructors report that students who began their WP courses typing at only 25 wpm very quickly increased their speed and accuracy to 50 or 55 wpm when they knew WP machine usage came only when typing skills improved. Other instructors report that students routinely came in after school or on breaks to work on their skills, and that often two weeks was enough to see them to an acceptable typing level of WP instruction.

B. Instructors also find that allowing students to have experience on different models of typewriting equipment has additional benefits besides helping them develop skills in following complex directions (cf. 1306.02.01B). Instructors find that varied experience increases student confidence markedly. Students begin to see that when they develop one skill, it usually transfers to other areas as well.

C. An excellent strategy is to take jobs from the community and establish a small production center right in the classroom or skills center. Not being able to take money from the "client" will be counterbalanced by the fact that students may take a little longer to complete their jobs. This technique brings an immediacy to the students' work that is more difficult to get otherwise: students know their work originates from and will go back to business or industry and that their efforts count. This technique also allows work measurement and supplies accounting, which will be covered elsewhere in this guide. Instructors who use this method advise that all jobs be handled and assigned by work order, such as the one on the following page taken from the Levi Strauss & Co. Management Services Word Processing Center User's Manual; that everything be done on the back of scrap paper until final copy; and that the client bring his/her own letterhead. Students usually seem to enjoy this method because they are, in fact, simulating a real production center.

D. Students should have practice with all the different kinds of input available (handwritten, typewritten, rough draft, alpha or symbol shorthand, and machine dictation) so that they can compare its preparation on a typewriter with the same thing on WP equipment. It is suggested that students have practice with all of the following:

LETTERS
1. Letter placement parts
    a. Date line
    b. Address line
    c. Salutation
    d. Body of letter
    e. Complimentary close
    f. Typed names and official title
    g. Reference initials
    h. Enclosure notation
    i. Copy notation
    j. Attention line
    k. Subject line
    l. Company name
    m. Multi-page letters

WORK ORDER REQUEST

TIME IN	TIME OUT

Proofreading
Typing error: ☐
Content: ☐
Format: ☐
Time: ____________

Name:	Job Name:	Extension:

WORD PROCESSING:

Date Wanted:	Absolute Due Date:

Group Name:

- ☐ BIS-Sportswear
- ☐ Corporate/ELESCO Factors
- ☐ BIS-Jeanswear
- ☐ Administrative Services
- ☐ DB & OS
- ☐ Data Processing
- ☐ QA
- ☐ Resource Development
- ☐ Retail Standards
- ☐ Strategic Planning
- ☐ Telecommunications

DOCUMENT STORAGE:

- ☐ Memo (Deleted In 1 Week)
- ☐ Retain 1 Month
- ☐ Permanent (Author Receives listing every 2 mos.)

Other ____________________

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Special Instructions:

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OFFICE USE ONLY:	Job #	Pages:	Operator:	Distributor:	Document #:

MS 0005-7

Number Instructional Ideas

2. Letter styles
   a. Modified block with indented paragraphs
   b. Modified block with block paragraphs
   c. Block
   d. Letters with tables
   e. AMS simplified letter
   f. Inverted paragraph letter
   g. Letter with side headings

3. Envelopes
   a. Address
   b. Addressee notations
   c. Attention line
   d. Mailing notations
   e. Address placement for mechanical mail sorting

MEMORANDA

OTHER BUSINESS DOCUMENTS
1. News release
2. Postal cards
3. Reports/manuscripts

E. This module gives the instructor the opportunity to review the skills from other modules and to integrate them into a complete approach to document preparation. For example, the student will probably use a variety of references, will continue to polish all the communication skills practiced earlier, etc. At the same time, the instructor should not hestitate to encourage the student to work toward first-time-final copy wherever possible.

F. Students should be aware that proficiency is more than speed. The U.S. Department of State, for example, gives two timed typing tests, one for speed and one for accuracy, and then derives a net proficiency. The traditional typing test, based on the International Typing Rules, is taken from straight copy and is not usually an accurate reflection of the type of work the new WP employee will encounter in the real office. While efforts have been and continue to be made to have employers change their methods of testing (e.g., the California State Personnel Board was first approached by CEBA in 1971), to date the traditional method remains the norm. The standard of proficiency given for this module is based on industry expectations and is a net figure, taking into account both speed and accuracy.

G. As students are practicing with different types of input, this is a good opportunity to introduce some of the finer points of typing which may not have been covered in introductory or intermediate classes. Just a few of these are presented below. However, the instructor will find many more in the abundant resources available anywhere.

Number Instructional Ideas

CORRECTIONS: 1. There is a Chinese proverb which says, "The hasty man drinks his tea with a fork." Our familiar phrase, "Haste makes waste," appropriately applies to typing, especially when making a hasty correction which may necessitate retyping a page.

Although proofreading is usually done while the copy is still in the typewriter, there are times when an error is discovered only after the paper has been removed. The corrections must be made both individually on the original and the carbon copies, and carefully to realign the copies so that the letter is neither too high or too low, nor too far to the left or to the right. It takes experience to train the eyes to make this exact alignment.

However, there is a method of experimenting with the correct placement of the letter before typing the correction. After placing in the typewriter the one page to be corrected and adjusting it until you think it is aligned properly, test it by tucking the corner of a sheet of onionskin paper in front of the page, holding it firmly while you type the correct letter. Since you can see through onionskin, see if it would have been in the right place had you typed it on the good copy instead. If not, simply adjust the paper further, test it again, and so on, until you have the placement just right. Then remove the onionskin paper, backspace, and type in the letter. Using the onionskin test sheet first is your insurance against having to retype the whole page.

2. If you must make a correction on a page which is bound or stapled at the top, you can do so without removing the binding. Insert the page in the typewriter until the edge is about an inch above the card holder. Then take the page to be corrected and tuck the bottom edge of it behind the top edge of the sheet just inserted. "Front feed" this page of the bound materials by turning the platen backward until you are positioned at the line to be corrected. Then line up and correct as usual. Of course, the single sheet of paper will come out again when the platen is turned backward, but it will have already served the purpose of feeding the page between the platen and the feed rollers.

SMALL CARDS OR LABELS: To keep a small card from slipping, use a pleat sheet. Make a horizontal pleat about a quarter of an inch wide in the center of the sheet of paper. Put cellophane tape on the back of the pleat to be sure it stays pleated when inserted in the typewriter.

With the paper around the platen, line up the folded edge of the pleat with the edge of the type guide, and place the bottom edge of the card in the pleat. Then roll the platen backward to position the card for typing. If you are typing near the top of a small card and the paper-bail rollers will not reach the top, make diagonal slits in the paper at a position where you can tuck in the top corners of the card, just as you would pictures in a photo album.

Number | Instructional Ideas

RIBBONS: The quality of typewritten work is enhanced if it is produced with the appropriate ribbons. There are a few facts about typewriter ribbons which all typist should know.

First is the fallacy that the darker the ribbon the longer the wear. With an overinked ribbon, the ink comes off very easily in the beginning, causing the surplus to be lost while the ribbon is relatively new. A too-dark ribbon can also cause the type face to get dirty easily, thus requiring the keys to be cleaned more often than should be necessary. The easiest copy to read is not necessarily the blackest, but the one with sharp, clearly defined characters.

The thickness of a ribbon also affects the appearance of the typed characters. Generally speaking, the thinner the ribbon the better the impression. The length of life of a ribbon depends on two things: the fabric itself and the ink within the fabric.

Fabric ribbons are available in cotton, silk, and nylon. Cotton, a general-purpose ribbon, is the least expensive and the least desirable from the standpoint of quality reproduction. Silk is a better grade than cotton but can produce embossing because of its fineness. Nylon is the superior fabric ribbon. The combination of fabric and inking process provides desirable darkness, or writing intensity, and offers longer life.

Changing the ribbon track regularly encourages longer wear and increased efficiency. When the need is for the utmost in quality, a carbon ribbon is the answer. This one-time-use ribbon deposits fresh carbon with every keystroke. For special applications, such as offset and photography, carbon ribbon gives optimum results.

1306.02.03 A. It is standard practice to make at least one carbon of every letter, so that the files will contain a complete record of all correspondence. There are many little techniques to preparing carbons which the student can learn and which will improve the professionalism of his/her work. For example, a shortcut when making carbon copies is to use a "trailer" to minimize slippage of paper as you approach the bottom of the page. A "trailer" is nothing more than a half or a whole sheet of paper which, when you have typed down about three-fourths of the page, is dropped behind the original copy--between the original and the first sheet of carbon paper. With this extra sheet of paper interleaved with the carbon pack and extending beyond it, the amount of slippage will be greatly reduced.

B. The student is now ready to begin assembling a portfolio of work samples. From this point on in modules 1306 and 1307, every new skill which the student acquires will be associated with the production of some kind of copy. As the student completes an objective, a sample of his/her work can be

Number	Instructional Ideas
	placed in the portfolio for later reference. The portfolio is particularly effective for use during the interviews for two reasons: 1) the prospective employer can see samples of the student's work, which is a better indication of the student's range of experience and abilities than a timed test, and 2) a portfolio can often put the student at ease during an interview, illustrating what s/he knows with work that is familiar.
1306.02.04	Appendix B at the back of this guide contains samples of repetitive letters. These same letters will be referred to again in Module 1307 when students meet the same objective using WP equipment. The goal is to illustrate to students the differences in preparing repetitive letters when different kinds of equipment are used. These samples were obtained from local business and industry in the general area where this guide was produced. Instructors will find that business and industry in their areas are glad to provide materials that will be of help to students and future employees. Using local names, this may lead to interesting class discussions, and the practice will seem more useful as students are filling their portfolios with items that are likely to mean more to their interviewers.
1306.02.05	Appendix C contains materials calling for both light and heavy revisions. The description of this strategy parallels that in 1306.02.04 above.
1306.02.06	Appendix D contains a variety of forms for student practice. If it is possible to acquire clean forms in multiple copies this is desirable, and they make good additions to the student's portfolio.
1306.02.07	Appendix E contains forms used for both light and heavy statistical typing. Again, the description of this strategy parallels that is 1306.02.04 above.
1306.02.08	Students have had some practice in Module 1305 with flow charts, etc. The purpose in that module was to accustom students to the need to occasionally go from dictation to pencil and paper before proceeding to typed copy. The purpose of this material, which might include: • graphs • diagrams • flow charts • organization charts • models • maps
1306.02.09	Students have already been instructed in proofreading symbols in Module 1303, Communication Skills for Word Processing. In Modules 1306 and 1307 they will practice the art of proofreading with almost every objective. Most standard texts contain sections on proofreading, as any typist will be expected to do his/her own proofreading of letters and other short reports of a nontechnical nature. Tips for proofreading aloud or proofing with a co-worker can easily be found. The three kinds of errors of which students should be aware include:

Number	Instructional Ideas

TECHNICAL ARRANGEMENT: Placement on Letterhead
Paragraphing
Arrangement of letter parts

CONTENT: Accuracy of Dates
Accuracy of Inside Address with Original Source and with Envelope
Agreement of Salutation and Inside Address
Agreement of Closing with Tone of Message

SYNTAX, SPELLING, AND PUNCTUATION: Complete Sentences
No Omissions or Transposed Words or Phrases
Correct Spelling and Punctuation (Try having students read backwards for misspellings.)
Agreement of Verb-Subject, Pronoun-Antecedent, etc.
Acceptable Substitutions

Students can also be introduced to the habit of previewing (a form of proofreading) before beginning to type. If the classroom is a simulated production center, encourage students to phone the client before starting a job to clarify anything which may be unclear.

1306.02.10 Students who are bilingual or multilingual can be given assignments which will illustrate their special skills to advantage. Any of the strategies suggested above can be accomplished in a bilingual/multilingual mode. Forms are available from public agencies, and finished exercises can be placed in portfolios for interviews later.

1306.03.01 The typing review at the outset of the course is one of the most appropriate pretests for this module. The instructor will discover, at the least, how well a student types on a timed test. The instructor may also want to test twice, once for speed and once for accuracy, to determine a net figure. Although the student's proficiency may be low, the instructor may want to keep the student in class, requiring that his/her speed and accuracy improve before learning on the WP equipment can take place.

Number **Instructional Ideas**

1306.04.01 The following short test, or one like it, will assess the student's ability to correct copy which has been proofread.

[introduction

have youheard any additional loud noises lately? ¶If you listen closely, you^hear them. It's happening all around you. It is the noise caused as more and more americans drop from Lower-middle class income to Upper-lower class income! Obviously, I don't mean gross income. The income I'm talking about is the net take-home-pay -- adjusted for inflatoin.

What's happening to us? Will we have enough money to keep us warm, well-fed, and happy? Or will inflation and skyrocketing prices force us to cut our shopping list in ②until we can't even afford to fill a sack at the super market? What does your future look like? ¶It depends on what kind of decisions you make today.

Introduction

Have you heard any loud noises lately?

If you listen closely, you can hear them. It's happening all around you. It is the noise caused as more and more Americans drop from lower-middle class income to upper-lower class income! Obviously, I don't mean gross income. The income I'm talking about is the net take-home pay--adjusted for inflation.

What's happening to us? Will we have enough money to keep us warm, well-fed, and happy? Or will inflation and skyrocketing prices force us to cut our shopping list in two until we can't even afford to fill a sack at the supermarket?

What does your future look like?

It depends on what kind of decisions you make today.[1]

---

[1] Passage taken from Nothing Down by Robert G. Allen, Published by Simon and Schuster, 1980.

1306.05.01 The typist in a business office may often be required to help prepare and to type legal documents. Many of these can be purchased as printed forms at stationery stores. Among the most frequently used legal papers, and ones which the instructor may wish to give students practice with, include:

- Affidavits
- Agreements
- Assignments
- Bills of Sale
- Contracts
- Deeds
- Wills
- Leases
- Mortgages
- Powers of Attorney

Number	Condition	Performance	Standard
1307.01.01	Given complex written and verbal instructions,	the student will be able to follow instructions and make adjustments for automated machine application	so that copy is produced according to directions with 100% accuracy.
1307.01.02	Given several kinds of input (i.e., handwritten, typewritten, rough draft, alpha or symbol shorthand, and machine dictation),	the student will prepare original typing on an automated typewriter	at the rate of 3 full pages per hour with 100% accuracy.
1307.01.03	Given assignments where multiple originals are required,	the student will produce the required number of copies on the automated system	at the rate of 3 full pages per hour with 100% accuracy.
1307.01.04	Given standardized documents requiring the insertion of variable information,	the student will produce documents with the required new information	at the rate of 3 full pages per hour with 100% accuracy.
1307.01.05	Given typed copy, in both single and multiple pages, requiring both light and heavy revisions,	the student will demonstrate the ability to make appropriate revisions and complete other required steps, including: A. Revise previously typed work by correcting media; B. Make changes for format (e.g., paragraph indentation); C. Store revisions onto media; and D. Update media log	at the rate of 3 full pages per hour with 100% accuracy.
1307.01.06	Given the assignment to prepare a document using parts of other previously stored material,	the student will demonstrate ability to prepare a document using paragraph assembly	at the rate of 3 full pages per hour with 100% accuracy.
1307.01.07	Given the assignment to prepare a document from previously stored material and with the insertion of new material,	the student will demonstrate ability to merge text with variables	at the rate of 3 full pages per hour with 100% accuracy.

Number	Condition	Performance	Standard
1307.01.08	Given a variety of forms utilized in typical WP environments,	the student will complete the required typing	at the rate of 3 full pages per hour with 100% accuracy.
1307.01.09	Given a statistical typing job,	the student will prepare statistical copy using both tabular and columnar set-ups according to correct WP procedures (i.e., store, recall, revise, update media log, and file).	at the rate of 3 full pages per hour with 100% accuracy.
1307.01.10	Given the assignment to prepare specialized graphic material on a WP system,	the student will prepare flow charts and other specialized copy	at the rate of 3 full pages per hour with 100% accuracy.
1307.01.11	Given documents and other copy prepared on a WP system,	the student will proofread all pages for spelling, punctuation, grammar, and content	identifying all errors to 100% accuracy.
1307.01.12	Given bilingual and/or multilingual materials in dictated form or in rough copy,	the student with skills in a language other than English will produce typed copy on a WP system	at the rate of 3 full pages per hour with 100% accuracy.

Number Instructional Ideas

IMPORTANT:

Even though there may be no WP equipment in your classroom or skills center, it is still possible to offer instruction in this module through demonstration. One alternative is to visit WP centers to observe how the applications practiced in Module 1306 differ on WP equipment. A second alternative is to ask vendors to loan the class equipment for a short period of time. This is frequently done, it gives students some opportunity to try new skills, and it is definitely to the advantage of the vendor to acquaint students with the products they may one day help purchase.

GENERAL COMMENT:

WP is a rapidly expanding product line. With this kind of expansion, it is a fallacy to think that students will necessarily be employed in well-structured WP settings. It is just as likely that the student will know more about WP than any other individual in the work place. Therefore, the more training you can give the student, the better off s/he will be.

A second point worth mentioning about this module is that you will probably teach students that not all work is oriented to WP systems. Oriented or not, an important outcome of this module is that students learn to identify the application so that the front-end set-up which they select is the most appropriate and efficient to the application.

1307.02.01 A. In the course of learning how to operate the various automated typing systems which are available to them, students will turn to the machine manuals in many cases to solve operational problems. The instructor is encouraged to let students try to learn the systems by following the manuals, as this is excellent practice in following complex written instructions. Likewise, if instructors establish a simulated production center in the class, following work orders (see page 68 for a sample) is also good practice.

Optimally, students should have exposure to the following systems: Memory Typewriter, Mag Card I, Mag Card II, Magna I, word processors such as Lanier, Artc 2000, Vydec, etc. It is recommended that students learn on blind systems first and then proceed to systems with screens.

Learning to use the equipment will probably include most or all of the following:
1) Typewriter adjustments
2) Typing in memory

Number Instructional Ideas

3) Exercises in typing in memory
    a) Playing back what is in memory
    b) Code button
    c) Clearing memory
    d) Typing and playing back with memory
4) Error correction
    a) Line return
    b) Exercises--using line return to correct errors
    c) Line delete to correct errors
    d) Adding material
    e) Deleting carrier returns
    f) Deleting accidential carrier returns
    g) Paragraph and line advance
5) Storage
    a) Special typing instructions
        1) Hypenating during playback
        2) Hyphens and dashes
        3) Exercises--typing hyphens and dashes
    b) Centering
    c) Required space
    d) Required backspace
    e) Required carrier return
6) Special instructions
    a) Required tab
    b) Repeat
    c) Decimal tab
    d) Paragraph indent
7) Multiple-page projects
    a) Typing and storing a multiple-page project
    b) Playing back a multiple-page project
    c) Changing a multiple-page project
    d) Making changes and playing back from a specific page
8) Tables and columnar projects
    a) Typing a columnar project
    b) Typing a project with column headings
    c) Typing tables with text paragraphs
    d) Typing and playing back a project with manual tabs
    e) Changing tables and columnar projects

Number

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f) Typing statistical tables
g) Centering column headings with dec tab (decimal tabulator) settings
h) Typing a statistical table with text column
i) Changing statistical tables
j) Changing statistical material
9) Underscoring
10) Stop instructions
11) Paragraph advancing
12) Storing procedures
a) Exercises--typing, playing back, and storing a project
b) Batch storing
c) Playback from storage
d) Changing stored material
e) Exercises--changing a stored project
f) Exercises--combining and separating paragraphs
g) Batch playback
h) Storage lock lever
i) Lights
13) Format changes
a) Line space lever
b) Left margin stop
c) Line length
d) Tab settings
e) Type size--exercise in changing type size
14) Memory capacity
a) Typing a project
b) Making an addition
15) Typing without memory
16) Preparing envelopes

B. Members of the Task Force who had taught WP to others generally agreed that very good operators, or students who become good operators, generally have a love of equipment and an intense curiosity. That is not to say that others cannot become skillful or that instructors cannot encourage that kind of enthusiasm and curiosity. In fact, several pointed out that older students will frequently need a different kind of assistance than younger students do. The older student many times is intimidated by the equipment or suffers from lowered self-esteem. Instructors who give such students considerable attention and encouragement, helping them to master the equipment, will often see marked changes in attitude, assertiveness, etc.

Number	Instructional Ideas
1307.02.02	The instructional strategies for this objective parallel those of 1306.02.02. In particular, they include 1) the establishment of a simulated production center where outside work is performed in the classroom or skills center (here the Advisory Committee can be of great assistance in helping to initiate such an operation and informally advertising the service to colleagues) and 2) student portfolios.
1307.02.03	A variety of letters, informational pamphlets, political appeals, and similar written materials are suitable for reproduction as multiple originals. One technique might call for students' bringing in their own samples to use for classroom exercises. Or, if there is a local event (e.g., a well-publicized fund-raising campaign) of considerable interest, the instructor can utilize those materials and capitalize on their immediacy at the same time.
1307.02.04	Appendix B contains a brief standard letter of agreement into which variable information is inserted. This kind of material can be obtained from local business and industry. As it is collected, a second purpose is also served: instructors continue to inservice themselves on local employers' practices, are likely to learn about employees' needs as well, and usually encounter many other resources for the classroom and for students in the process.
1307.02.05	Appendix C contains one example of material requiring annual update. The instructor is encouraged to seek out other examples from local business and industry for the reasons mentioned above.
1307.02.06	The following is an example of a letter prepared by paragraph assembly. Paragraphs 2 and 5 were used to construct this document. The paragraphs will already be stored on media, or students can input them, before the letters or other documents are prepared.

Number	Instructional Ideas
Para 1	Thank you for your letter concerning employment with our company.
Para 2	Thank you for sending us a resume of your past business experience.
Para 3	At the present time, we do not have openings and we cannot be encouraging about employment opportunities in the near future. However, please complete and return the enclosed application, which we shall retain in our active file for consideration should openings develop.
Para 4	Enclosed is an application which should be completed and returned to our Personnel Department. After review of this application, we shall contact you relative to any openings suitable to your background and interests.
Para 5	We currently have several openings in areas which may suit your specific interests. Please call Miss H. Pierce of our Personnel Department to arrange for an appointment so that we may discuss these opportunities with you.
Para 6	Again, thanks for your interest in our company.
Para 7	We look forward to hearing from you soon.
Para 8	Yours truly, Margaret Van Den Akker, President ASAP, Inc.
Para 9	Yours truly Oscar Harnick, Vice-President ASAP, Inc.

April 30, 1980

Mr. G. Thompson
122 West 42 Street
New York, New York 10022

Dear Mr. Thompson:

Thank you for sending us a resume of your past business experience.

We currently have several openings in areas which may suit your specific interests. Please call Miss H. Pierce of our Personnal Department to arrange for and appointment so that we may discuss these opportunities with you.

We look forward to hearing from you soon.

Yours truly,

Margaret Van Den Akker, President
ASAP, Inc.

Number | Instructional Ideas

1307.02.07 The mailing list and the master letter below are examples of previously stored material which will be merged. The addresses and names (variables) are to be merged with the master letter (text). This is a frequent application which many students will encounter in entry-level positions.

Mr. Thomas F. MacPherson
2345 Fourth Avenue
San Jose, CA 95128

Mr. Gary F. Prentiss
3090 - 21st Street
Chicago, IL 60616

Mrs. Alice G. Brown
341 Oak Forest Street
Houston, TX 77018

Mr. Oscar P. Harnick
14 Hanover Street
Boston, MA 02113

Mr. Howard G. Spalding
366 East End Avenue
New York, NY 10028

Mr. Hubert O. Farrington
2001 Second Street
Ann Arbor, MI 48107

Mr. Carl O. Steiner
200 Santa Fe Avenue
Denver, CO 80204

April 30, 1980

Mrs. Peter W. Breslin
908 West First Avenue
Ann Arbor, MI 48107

Dear Mrs. Breslin:

Please be assured that we have taken steps to prevent any charges being made to your account due to the loss of your credit card. I have asked that a new card with a credit line of $500 be issued for you, and it should be in the mail within the next week.

In the meantime, should you wish to shop and charge any purchases at Markleys, just ask the salesclerk to call my office to verify the sale. Thank you for shopping Markleys.

Sincerely,

Luther G. Williamson
Manager - Customer Services

1307.02.08 Appendix D contains a number of forms which are applicable to WP. The procedures suggested above for obtaining materials like those contained in the appendixes apply equally well here. Students can also input the forms into the WP system (i.e., those that are not NCR) for ease of production.

Number	Instructional Ideas
1307.02.09	Appendix E contains forms for statistical typing.
1307.02.10	Preparing flow charts and the like on WP systems requires special skill. One of the Task Force members reported that an outside job for her simulated production center called for graphic material which she herself was unsure how to prepare. Her solution was to ask a member of the Advisory Committee to make a special presentation to the class on this rather unusual application.
1307.02.11	The instructional strategy for this objective is the same as that for 1306.02.09. Please refer to page 72 for a review of this strategy.
1307.02.12	The instructional strategy for this objective is the same as that for 1306.02.10. Please refer to page 73 for a review of this strategy. NOTE: The proofreader is a separate job in most big WP centers. However, many organizations are phasing out proofreading positions and requiring the operator and the supervisor to assume this responsibility again. For this reason, instructors are encouraged to help students develop their proofreading skills to an acceptable level of employability. This will require that students master the communication skills suggested in Module 1303 and be able to apply them.
1307.03.01	The pretest (or posttest) which follows is courtesy of Virginia Creighton, San Francisco Community College District.

IBM MEMORY TYPEWRITER OPERATION QUESTIONNAIRE

Pretest or Posttest

1. TYPEWRITER ADJUSTMENTS
   a. When making typewriter adjustments, the __________ button is down so typewriting does not go into memory.
   b. Can the left margin stop be set at any point on the margin scale?
      ( ) yes   ( ) no
   c. A ____________________________________ and ____________________________________ are set automatically when you turn off the typewriter.
2. MEMORY
   a. All typewriting goes into memory when the TPWR button is ____________________________________
   b. Backspacing lifts mistakes from the page and removes them from _______________ at the same time.
   c. How do you locate the beginning of text in memory?
      ____

Number Instructional Ideas

d. If the dual pitch lever is set on 10 (pica), you should be sure a ______________ element is on the typewriter.

e. With the NO ZONE button up during playback, do line endings change in memory?
( ) yes ( ) no

f. The typewriter ends each line if a carrier return, hyphen, or ______________ falls in the line end zone.

g. What should you insert after all ending punctuation (period, colon, question mark, exclamation mark, quotation marks, etc.)?
____

h. Depressing WORD plays back a word at a time including the space, ______________ or ______________ ______________ that follows.

i. You have learned to clear text from memory by turning off the typewriter or typing a ______________ instruction.

3. ERROR CORRECTION

a. LINE RET moves the printer to what part of the line? ______________

b. Does LINE RET erase text?
( ) yes ( ) no

c. If there is an error in the previous line of typing, depressing ______________ takes you back to the beginning of that line.

4. STORAGE

a. If you have finished typing a project and want to store it, must you depress PAGE START first?
( ) yes ( ) no

b. What happens to memory when material is stored? ______________

5. SPECIAL TYPEWRITING INSTRUCTIONS

a. To type "sister-in-law," what kind of hyphen should be used? ______________

b. What instruction do you see to center a line horizontally on the page? ______________

c. If you make a mistake while typing centered material, backspacing takes you back to the
____

d. If you do not want a name or date divided at the end of line during playback, what should you type between the words or the word and numbers? ______________

e. Since regular backspacing erases the paper and the material in memory, use the ______________ when you want to back up without erasing.

f. To type single-spaced short headings, as in the inside address, you should type a ______________ ______________ at the end of each line.

g. You should underscore ______________ ______________ at a time when there is a series of underscored words in a sentence.

h. Give one use for a STOP INSTRUCTION. ______________

Number Instructional Ideas

6. PARAGRAPH ADVANCING
   a. If you have corrected an error in the first paragraph of a project, how many times should you PAR ADV to correct an error in the third paragraph? ____________________
   b. Does material play back from the memory as you are advancing through memory?
      ( ) yes ( ) no
7. STORING PROCEDURES AND PLAYBACK FROM STORAGE
   a. If the typed copy is mailable, should you play back the project before storing it?
      ( ) yes ( ) no
   b. What must you do to put stored material back into memory? ____________________
   c. Does recalling a project erase it from storage?
      ( ) yes ( ) no
   d. Can you RECALL a project if there is something in the memory?
      ( ) yes ( ) no
   e. After you have recalled material from storage, is it necessary to PAGE START before playing it back?
      ( ) yes ( ) no
8. FORMAT CHANGES
   a. Can you change the automatic line length?
      ( ) yes ( ) no
   b. Must you clear each of the automatic tabs individually?
      ( ) yes ( ) no
9. MEMORY CAPACITY
   a. Memory capacity is 4,000 characters, which is ample room for an average project of ________ page(s) in length.
10. LOGGING AND FILING
   a. Where would you note the storage position of a project? ____________________
11. MULTIPLE-PAGE PROJECTS
   a. How do you store a project that is more than one page? ____________________
   b. The first page of a multiple-page project should begin with a Required Carrier Return. How do you begin all other pages? ____________________
   c. Why should you not type footnotes, page numbers, page headings, or the storage position of the page into memory? ____________________
12. TABLES AND COLUMNAR PROJECTS
   a. You must use the ______________ Button to insure that the line endings of a tabular project do not change.
   b. If you see an error after tabbing or make a mistake when tabbing, you should ______________ to back up.
   c. When using the DEC TAB instruction after you have made an error, ______________ once.

Number

Instructional Ideas

13. TYPEWRITING INDENTED MATERIAL
    a. A required tab instruction is given on the ____________ ____________ of a paragraph with indented lines.
    b. How do you cancel a Required Tab Instruction? ______________________________
14. REPETITIVE PROJECTS
    a. Use a ____________ instruction for typing variable information in a repetitive project.
    b. Since the REPT instruction causes continuous playback, what must you type at the beginning of the project to allow for a paper change for each letter? ______________________________
    c. You should depress the ____________ Button to type names and addresses of recipients of repetitive letters so they do not go into memory.

15 STANDARD PARAGRAPHS
    a. Standard paragraphs should always be played back with the TPWR Button ______________

16. REVERSE INDEX
    a. The Reverse Index feature allows the typewriter to automatically index ______________ ____________ or below the base life of typewriting.

QUESTIONNAIRE ANSWERS

1. a. TPWR
    b. no
    c. 6-inch line length 5-space tab grid
2. a. up
    b. memory
    c. PAGE START
    d. 10-pitch
    e. yes
    f. space
    g. two spaces
    h. carrier return tab
    i. clear
3. a. beginning
    b. no
    c. line return
4. a. no
    b. memory is cleared
5. a. required hyphen
    b. center
    c. center instruction
    d. required space
    e. required backspace
    f. required carrier return
    g. one word
    h. changing from single to double spacing; changing typing elements; typing variable information in in a repetitive project
6. a. twice
    b. no
7. a. no
    b. recall it
    c. no
    d. no
    e. no
8. a. yes
    b. no
9. a. one
10. a. one hard copy of project or a log sheet
11. a. store each page in a separate
    b. by typing text, not a code
    c. because revisions change page endings
12. a. NO ZONE
    b. line return
    c. where decimal will appear in the column
    d. backspace
13. a. first line
    b. with required backspace

Number | Instructional Ideas

14. a. stop
    b. stop instruction
    c. TPWR

15. a. down
16. a. one-half line above or below

1307.04.01 The posttest (or pretest) which follows is also courtesy of Virginia Creighton, San Francisco Community College District.

IBM MAGNETIC CARD SELECTRIC CARD II TYPEWRITER
Examination--Pretest or Posttest

MEMORY--TYPING AND PLAYBACK

1. To type into memory, the ______________ Button must be up.
2. When you are making typewriter adjustments at the keyboard, what button do you depress?

3. The Left Margin can be set only at ______________ inch increments?
4. The Right Margin is automatically set six inches away from the Left Margin whenever you turn on the Magnetic Card II.
   True ______
   False ______
5. When the Mag Card II is turned on, a tab grid is established with tabs set at every ___________ spaces.
6. To correct a typing error, use the ______________ key.
7. Backspacing to correct an error in memory lifts the error off the paper, but it does not delete the character in memory.
   True ______
   False ______
8. To locate the beginning of text in memory, depress the ______________ Button.
9. The Mag Card II must be able to recognize a grouping of characters as a word. When you play back by WORD, playback stops after the word, any punctuation, plus the space, tab, or Carrier Return whichever follows:

   How many words does the Mag Card II recognize in the following:

   From left margin memory. ss pp The CR = ______ words

10. The CHAR/STOP Button is used to ______________ and ______________.

Number Instructional Ideas

11. During playback (NO ZONE up), line endings will be changed to fit within the six-inch line length.
True ________
False ________

12. When any material is played back, memory is immediately and permanently changed to match the playback copy.
True ________
False ________

13. Line endings are determined by the ____________ Zone which is the last ____________ characters before the Right Margin.

14. The typewriter will return to the Left Margin during playback when the Mag Card II reads a ________, ____________, or ____________ in the Line End Zone.

15. Playback will stop occasionally against the Right Margin for a hyphenation decision.
    a. To playback the entire word on the same line, depress ____________.
    b. To hyphenate the word at a syllable, playback to the point of hyphenation with the ________ Button, ____________ and ____________.
    c. To move the entire word to the following line when no part of the word has played back, depress ____________ and ____________.

16. Memory is cleared by:
    a. ____
    b. ____

17. The LINE RETURN Button moves you back in memory to the beginning ( ) or the end ( ) of the line.

18. Using the LINE RETURN Button causes lines to be erased from memory.
True ________
False ________

19. The Line Delete instruction erases the line of text in memory plus the ____________________.

20. How many lines does the Mag Card II recognize in the following:

From left margin:...now is the time for all men. CR
CR
TAB The U.S.A. is the largest and only CR

= ________ lines.

21. To type the word "point-to-point," you must use ________________________________.

22. To prevent proper names from being divided between two lines during playback, type ____________ between the words.

23. To type short lines at the Left Margin, a ____________ should be typed at the end of the line.

Number

Instructional Ideas

24. To type a heading with solid underscores, type a Required Space instruction between words, then a Word Underscore instruction.

True ______
False ______

25. To center a line over the width of the page:
a. ______________________________
b. ______________________________
c. ______________________________

26. Which of the following causes a centered line to print?
______ Carrier Return
______ Backspace Key
______ Center Instruction
______ All of the above

27. If an error is made when typing a centered line, one backspace places the Carrier where?
____

28. To clear the tab grid, depress ______ and ______.
To reset the tab grid, depress ______ and ______.

29. To change the automatic Right Margin setting:
a. ______________________________
b. ______________________________
c. ______________________________

30. Depress the ______ Button to play back lines exactly (line for line) as they were typed.

31. The NO ZONE feature is a playback function only.

True ______
False ______

32. When you are typing an indented paragraph, how and where do you set up the indent level?
____

33. To be consistent in your typing habits, end every indented paragraph with a ______ to cancel the indent level, even when the following paragraph begins at the same indent level.

34. When you use LINE RETURN to correct an error in an indented paragraph, the Carrier returns to the:
______ Left Margin
______ Indent Level

35. A ______ should be typed before and after statistical or columnar sections within text material. Why? ______________________________

Number Instructional Ideas

WORKING WITH CARDS

36. Type a ______________ instruction at the end of every page.

37. To save the text in memory for later use, you depress the ______________ Button to transfer the text to a card.

38. When the RECORD Button is depressed, the Mag Card II:
 __________ Takes the bottom card from the Pack Feed Slot.
 __________ Records the text onto the card.
 __________ Deletes the text from memory.
 __________ Drops the card into the Stacker.
 __________ All of the above.

39. Name three ways that memory can be cleared.
 a. ______________________________
 b. ______________________________
 c. ______________________________

40. Reading a card into memory erases the text on that card.
 True ________
 False ________

41. Why does the card stay inside the Mag Card II Console after reading?
 ____

42. Check the following statements which are true.
 __________ You may start typing immediately after depressing RECORD without waiting for memory to be emptied.
 __________ You must clear memory after recording a page before you type another.
 __________ Playback can begin before the entire page has read into memory.

43. It is most efficient to type and play back one page at a time.
 True ________
 False ________

44. The Line Count instruction is a playback function only.
 True ________
 False ________

45. To enter a Line Count instruction:
 a. ______________________________
 b. ______________________________
 c. ______________________________

46. A Line Count instruction must include a 2-digit number.
 True ________
 False ________

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47. Typing a Clear instruction resets the Line Count to 00.
True ______
False ______

48. When typing multiple page projects:
______ Begin the first page only with an Index Return.
______ Do not record any footnotes or page numbers on the card.
______ Type and record on to a card one page at a time.
______ If the document is long, it is permissible to type more than one page before recording on to the cards.
______ All of the above.

49. When playback reaches the bottom of the paper before you finish playing out all the text in memory, type a ______ instruction and depress the ______ Button.

What happens to the remaining lines in memory? ______

50. When duplicating a card, you read the card to be duplicated in the ______ Slot and depress the ______ Button.

To record several duplicates of one card, the ______ Button must be depressed.

51. When the TPWR Button is depressed, check one or more:
______ Text can be read into the memory.
______ Text can be recorded out of memory, but the memory is not cleared.
______ Any text typed at the keyboard (page number, footnotes, etc.) is not entered in the memory.

REVISION--TWO-PASS METHOD

52. Name the five ways the Mag Card II recognizes a group of lines as a paragraph.
a. ______
b. ______
c. ______
d. ______
e. ______

53. Name the two access buttons which allow you to advance through a page of text in memory.
______ and ______

54. If you want to move backward in memory, depress the ______ or the ______ Buttons.

55. Normally the PAGE START Button positions you at the beginning of memory. What instruction within a page will prevent PAGE START from returning to the beginning memory? ______

56. The Word Delete instruction deletes a word and the ______, ______, or ______.

57. Name the two major steps involved to revise a document using the Two-Pass method.
a. Revision ______
b. Playback ______

Number	Instructional Ideas

58. Define what is meant by "final card." ________________________________
59. Use ______________ if there are no revisions to be made on one page within a document.
60. When adding or replacing a line in the middle of an indented paragraph, you should make sure you begin typing with a Required Tab.
True ______
False ______

SCANNING THE TEXT

61. Scanning the text is identical to playing back the text except that:
    a. It takes place in memory; no final printed copy is produced during the scanning.
    True ______
    False ______
    b. Scanning in memory is slower than playing it back.
    True ______
    False ______
62. The ______________ light flashes during the scanning process to tell you the pointer is moving through the text.
63. What three things will stop the pointer from moving during the scanning process?
    a. ________________________________
    b. ________________________________
    c. ________________________________
64. The TPWR Button should (   ) should not (   ) be depressed when entering a line count.
65. When a page of text has been scanned a second scan instruction will:
    a. ________________________________
    b. ________________________________
    c. ________________________________
66. A line count of 27 has been entered into memory. During the scanning process the typewriter gives you a line count of 26 and a reference line. Why? ____________________
____
67. Scanning is the only way to produce copy without hyphenation decisions as lines are being rearranged.
True ______
False ______
68. When playing back final cards, stack the cards in the Pack Feed Slot and:
    a. __________ depress No Zone
    b. __________ depress TPWR
    c. __________ enter a line count of 33
    d. __________ all of the above

Number Instructional Ideas

69. When laying back final cards, you must clear the memory after each page has played back.
True ______
False ______

70. Line count is set to ____________ during playback of final cards.

REVISION REFINEMENTS

71. Generally, depressing the Page Start button moves the pointer to the beginning of memory. However, what instruction will prevent the pointer from returning to the beginning of memory?
____

72. If you want to revise text but also maintain the original set of cards, the ________________ ____________ Slot is used to read into memory.

73. Unless you instruct the typewriter to scan without hyphenation decisions, you will automatically get the hyphenation decision.
True ______
False ______

74. You have just scanned a page of text and received your line count and reference line. However, the reference line is a line in the middle of the table; therefore, you do not want the page to end at this point. Can you override the line count and have more lines printed on that page?
________ Yes ________ No

75. When revising tables, the ____________ ____________ should be depressed.

76. To change the line length from 6 inches to 5 inches:
a. ____
b. ____
c. ____
d. ____
e. ____

TYPEWRITING REFINEMENTS

77. If the word to be underscored contains a Required Hyphen and is typed like this: first-class, only the last half of the word will be underscored if it is divided at the end of a line during playback.
True ______
False ______

TWO-CARD PAGE

79. Only ____________ card(s) can be inside the Card Unit at a time.

Number Instructional Ideas

80. When a page is recorded on two cards, there is (   ) is not (   ) a Page End instruction on the first card.
81. The Green Light solid indicates that recording is not complete, that a second card must be inserted. It is your signal to insert a card in the ____________ Slot.

REPETITIVE LETTERS

82. A ____________ instruction causes continuous playback. Therefore, type a Stop Instruction at the beginning of a repetitive letter to let you change paper.
83. You do (   ) do not (   ) want the names and addresses of recipients of repetitive letters to go into memory, so you play the letter back with TPWR button down.
84. When typing with the TPWR button down and an error is committed, the error is corrected by:
    a. ________ using the Code Backspace, typing the incorrect character
    b. ________ erasing it
    c. ________ backspacing and striking over

TABLES AND COLUMNAR PROJECTS

85. If an error is made while typing a centered line, backspacing places the carrier where?
    ____
86. When No Zone is down, line endings do (   ) do not (   ) change during playout.
87. When tables are mixed with text, type a __________ instruction at the beginning of the table; type another ____________ instruction after the table.
88. You can clear the tab grid (all tabs) to set individual tabs for a special project by:
    a. ____
    b. ____
89. The Required Backspace instruction is used to move the carrier back when you do not want to delete text from memory.
    True ______
    False ______
90. If you delete a number by word, it will (   ) will not (   ) delete the tab following the number.

INDENTED FORMAT REFINEMENTS

91. A Temporary left hand margin may be set:
    a. ________ at any point within the writing line.
    b. ________ only at 5-space intervals
    c. ________ only at tab stops
92. The Required Tab instruction is canceled by a ______________________________

Number Instructional Ideas

93. When typing indented material, the first line of every paragraph must contain the necessary number of required tab instructions. The last line must end with a required carrier return. This is true even when the paragraph uses the same temporary left margin as the one preceding it.

True ______
False ______

94. When revising indented material, depressing the line return will move the carrier back to the temporary left-hand margin.

True ______
False ______

STANDARD PARAGRAPHS

95. Each paragraph must be recorded on a separate card.

True ______
False ______

96. Carrier returns separating paragraphs are typed at the ______________ of the paragraph.

97. Cards containing standard paragraphs are read into memory through the ______________ ______________ Slot.

98. Overlapping of printer action with card action is (   ) is not (   ) possible when creating a document from standard paragraphs.

99. When the first document from standard paragraphs has played back, either depress REC or type a ______________ instruction before reading the first card of the next document.

UNATTENDED PRINTING

100. With unattended printing, each card is fed, read, and stacked. The paper automatically indexes to the same starting position at the top of each page. This indexing is controlled by a line count which represents the total number of lines that will fit on a page, not the number of printed lines.

True ______
False ______

101. When 8 1/2 x 11-inch paper is used in the unattended mode, a line count of ____________ for single space and ______________ for double space should be entered.

102. The unattended printing instruction causes the typewriter to:

a. __________ read the first page into memory
b. __________ eject the card into the stacker
c. __________ play back to the end of text
d. __________ index the paper to the next page
e. __________ clear memory automatically
f. __________ read the following page into memory
g. __________ all of the above

Number **Instructional Ideas**

103. During the unattended printing operation, Stop Code instructions are ignored.

True ______
False ______

EXAMINATION ANSWERS

1. TPWR
2. TPWR
3. one-half
4. True
5. five
6. backspace
7. False
8. PAGE START
9. three
10. playback single spaces
    stop playback
    character delete
11. True
12. True
13. Line End
    six
14. Carrier Return
    space
    hyphen
15. a. AUTO
    b. CHAR/STOP
       type hyphen
       depress AUTO
16. Code and 6
    turning off machine
17. beginning
18. False
19. Carrier Return
20. three
21. required hyphens
22. required space
23. Required Carrier Return
24. True
25. Move carrier to center
    Code plus center instruction
    "c"
26. Carrier Return
27. to the beginning of Center Instruction;
    original center instruction remains
28. Tab Clear and Return Carrier
    Tab Set and Return Carrier
29. Code + PAR ADV
    Code + LINE ADV
30. No Zone
31. True
32. Code + Required Tab
    set on first line of a paragraph
33. Carrier Return
34. Indent Level
35. Stop--Code + 9
    To change to No Zone for exact column playout
36. Page End
37. Record
38. All of the above
39. Code + 6 = Clear
    Turning off power
    Record clears automatically
40. False
41. Line endings may change during playback;
    can record new playback copy
42. False
43. You may start typing immediately
    after depressing RECORD
44. True

Number

Instructional Ideas

45. a. Depress TPWR
    b. Hold CODE and depress LINE RET
    c. Release CODE and type a two-digit number
    d. Release TPWR
46. True
47. False
48. All of the above
49. Page End
    Record
50. Only the text through Page End is recorded on card, so text remaining will be played back as beginning of next page.
51. All items
52. Two or more carrier returns
    Carrier return followed by a tab
    Required Carrier Return
    Carrier return followed by a space
    Index Return
    Carrier return followed by a Required Backspace
53. Line Advance
    Paragraph Advance
54. Line Return
    Page Start
55. Page End
56. Carrier Return, space, or Tab
57. Read, revise, record--complete document one page at a time; create updated cards
    Read, play back, and record
    Read updated cards back into memory; playback final pages; create final cards
58. Contains all revisions
59. Card Skip
60. True
61. a. True
    b. False
62. Yellow
63. a. hyphenation decision
    b. line count--reference line
    c. end of text
64. should
65. a. A Page End instruction automatically inserted
    b. Line count reached
    c. End of text
66. It is the last line prior to the line count of 27 in Page End
67. False
68. a. Depress No Zone
    b. Depress TPWR
69. True
70. 00
71. Page End instruction
72. Single Card
73. False
74. Yes
75. No Zone
76. a. Move left margin set
    b. Code + RM Set
    c. Code + Line Adv
    d. Move pointer to desired end
    e. Use No Zone
77. False
78. Code + Backspace
79. one
80. is not
81. Single Card
82. repeat
83. do not
84. a. using the Code Backspace typing the incorrect character
85. to beginning of center instruction
86. do not
87. Code + Stop

Number Instructional Ideas

88. a. Tab/Clear and carrier return
    b. Tab/Set and carrier return
89. True
90. will
91. b. only at 5-space intervals for pica
92. Required Carrier Return
93. True
94. True
95. True
96. End
97. Single Card
98. is not
99. clear
100. True
101. 54
     27
102. g. All of the above
103. Yes

1307.05.01 Appendix A contains numerous resources for the WP instructor. In addition, the following materials are also recommended:

PERIODICALS:

Administrative Management, Geyer-McAllister Publications, Inc., 51 Madison Ave., New York, NY 10010. Published monthly.

Corporate Systems, United Technical Publications, Inc., Division of Cox Broadcasting Corporation, 645 Stewart Avenue, Graden City, NY 11530. Publisned six times per year.

Datamation, Technical Publishing Company, 1301 South Avenue, Barrington, IL 60010. Published monthly.

Datapro Reports on Word Processing, Complete report providing information on WP systems and products. New and updated reports are published monthly by Datapro Research Corporation, 18095 Underwood Boulevard, Delran, NJ 08075.

Infosystems, Hitchcock Publishing Co., Hitchcock Building, Wheaton, IL 60187.

Modern Office Procedures, Industrial Publishing Company, a Division of the Pittway Corporation, 614 Superior Avenue, West Cleveland, OH 44113. Published monthly.

The Office, Office Publications, Inc. 1200 Summer Street, Stamford, CT 06905. Published monthly.

Office Products, Hitchcock Publishing Company, Hitchcock Building, Wheaton, IL 60187.

Viewpoint, The newsletter of the International Word Processing Associaton (IWP). Published monthly and available to members of IWP, Maryland Road, Willow Grove, PA 19090.

Number

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Word Processing Report, Geyer-McAllister Publications, Inc., 51 Madison Avenue, New York, NY 10010. Issued nine times yearly.

Words, IWP publications, Willow Grove, PA 19090. Published quarterly.

BOOKS:

Anderson, T.J., and William Trotter, Word Processing, AMACOM, New York, 1974.

Bergerud, Marly, and Jean Gonzalez, Word Processing: Concepts and Careers, John Wiley & Sons, New York, 1978.

Cecil, Paula, Word Processing in the Modern Office, Cummings Publishing Company, Inc., Menlo Park, CA, 1976.

The Dartnell Corporation, Management's Guide to Word Processing, Chicago, 1976.

Konkel, Gilbert J., and Phyllis J. Peck, The Word Processing Explosion, Office Publications, Stamford, CT, 1976.

McCabe, Helen and Estelle Popham, Word Processing, Harcourt Brace Jovanovich, Inc., New York, 1977.

Rosen, Arnold, and Rosemary Fielden, Word Processing, Prentice Hall, Inc., Englewood Cliffs, NJ, 1977.

Waterhouse, Shirley A., Word Processing Fundamentals, Harper & Row. San Francisco, 1979.

Number	Condition	Performance	Standard
1308.01.01	Given production assignments on a WP system,	the student will label and hold the media correctly using a variety of techniques	so that it is identifiable for use later by the same student, other students, or the instructor.
1308.01.02 1308.01.03	Given production assignments on a WP system where hard copy is also generated,	the student will practice various kinds of both media files and hard copy files	so that either media or hard copy can be easily retrieved by the student, any other student, or the instructor.
1308.01.04	Given media and hard copy for filing,	the student will practice a variety of cross referencing techniques	so that material is easily retrieved by another.
1308.01.05	Given production assignments on a WP system,	the student will practice logging work in and out	so that work in progress is always identifiable by the instructor.
1308.01.06	Given frequent work on available classroom equipment,	students will maintain daily (if possible) production records	to satisfaction of the instructor.
1308.01.07	Given production assignments on a WP system,	the student will enter files into the system using the equipment index	so that material is easily and accurately retrieved by another.

Number Instructional Ideas

GENERAL COMMENT:

There was agreement among the Task Force members that filing is a general area of deficiency in the WP field. Fortunately, teaching/learning both this module and the next is not dependent on having WP equipment in the classroom or skills center. Vendors, business, and industry are usually glad to share extra or damaged media with educators. Since this module consists largely of developing organizational skills, the condition of the media is not an issue. If for some reason hand-me-down media are not available, then simulated media work just as well (i.e., file cards passing as Mag Cards, round cut-outs passing as discs, etc.). Given the fact that WP is such a rapidly expanding field, some students may find themselves in large facilities where a fairly sophisticated system already exists, and some will be in small facilities or smaller offices where they will have to implement a system themselves. This module presents filing at both a conceptual and practical manner. Logging, on the other hand, is presented more conceptually here, with practical application stressed in Module 1309 when Measurement and Evaluation are presented.

1308.02.01 A. There is no single system for every company or equipment type. Each has advantages and disadvantages. Regardless of the organization or access method chosen, each media should be labeled so that it can be identified from every other in the system. The only exception to this rule is the pre-numbered magnetic card which is manufactured with a "unique" number encoded directly onto the card.

There are many methods of labeling media. Finding the best system is directly related to the organization of the word processing hardware and the number of operators employed. Methods of labeling include the following:

- Label - By Name
- Label - Numbering Media
  1. Sequential Numbering
  2. Broken Numbering (i.e., numbering sequences are broken into "segments" which identify different media uses, operators, or facilities)
- Label - Color Coding
- Label - Alpha (If a numbering system is outgrown and cannot be easily expanded, an Alpha character system may be used as a secondary number. This eliminates the need to redesign the system and re-label all media).
- Label - M, T, W, TH, F
- Label - Dates

Different labeling systems can be set up by the students themselves. Using a rotational system, each can experience all systems during the course of the semester or instructional year. The instructor is encouraged to let students instruct each other in the labeling systems when rotation occurs. In this way, students begin to rely more on each other's expertise, which they will have to do in the real working enviornment.

Number	Instructional Ideas

B. Students will also need to be aware of methods of holding media. There are many physical methods of storing and holding media.

MAGNETIC CARDS: Magnetic cards should be acquired with a supply of envelopes into which the cards can be inserted. When "blind" magnetic card typewriters are used, a printout of the document is usually needed to work from. The number of the card holding the information should be written on the page of the hard copy. When work is resubmitted for editing, the cards would be filed in numerical order. Paper clipping the card to the hard copy is not recommended. File folders to hold both hard copy and magnetic cards is also feasible.

CASSETTES: Cassettes are most accessible when stacked on edge on an open shelf area. Many filing cabinets have side panel access which is used in conjunction with a file shelf. This allows the cassettes to be filed out of sight, but not necessarily in a bin. As much as possible, storing in a deep drawer should be eliminated.

DISKETTES: Floppy diskettes are very similar in design to a record album, and their care is also much the same. Floppy diskettes should always be stored/filed on end to avoid warping and should be kept away from heat or direct sunlight. One of the easiest and most inexpensive methods of efficiently storing floppy diskettes is storing them in hanging file folders. The name/number of the diskette can be attached to the top of the folder for easy identification. Another method is the diskette carousel. Most come with a starter kit of panels, with the system capable of expansion.

If there is equipment in the room which utilizes each of these media, students will learn holding techniques automatically. Otherwise, students will encounter holding techniques as they learn filing methods.

1308.02.02 Regardless of the size of the WP installation, it is necessary to design and implement a media filing system to insure easy retrieval of information once it is recorded. Frequently filing is one of the responsibilities new employees begin with in large facilities. Furthermore, as vendors begin eliminating support services to users over the next few years, it will become more and more important for employees in the WP field to have these kinds of skills. Students should understand how WP filing systems are set up and the rationale behind each organization.

The type of system is directly related to both the type of media used and the types of work the media is storing. In addition, the labelling technique in many cases decides the organization of the files. The type of filing system depends heavily on who will need to use the media. Options include:

Number **Instructional Ideas**

- BY ORIGINATOR NAME OR INITIALS -- This is simple when there are few originators.
- BY DEPARTMENT NAME OR NUMBER -- A secondary filing system is necessary to quickly identify the exact media desired.
- BY WORK TYPES -- If a group is producing many different types of work, this system can be cumbersome.
- BY STORAGE ACTIVITY -- Media may be filed according to the activity of the information the media is storing, but requires a secondary back-up system to quickly identify media.
- BY OPERATOR ASSIGNMENT -- If operators leave or are reassigned, the media must be relabeled.
- BY DATE OF USE/STORAGE -- This requires the media to be relabeled constantly.
- BY MICROGRAPHICS -- This places documents on small sheets of film, such as microfilm or microfiche.

"Blind" WP systems require hard copy. Files can either be organized with media and hard copy together, or hard copy as a subset of media file and the two cross-referenced.

Students should have experience with alternative filing systems in the same way they have experience with labelling and holding techniques. Setting up small filing systems in the classroom or skills center and giving students practice exercises should give them sufficient experience to function satisfactorily on a new job.

1308.02.03 Cross referencing is required when hard copy is involved. Hard copy can either be filed using a different reference system (with the number of the media used to store the information logged at the top of the first page of the hard copy), or index cards may be typed and filed for each document and filed in any cross-reference sequence (as long as it is different from the way the media is filed). Index cards can actually be an excellent method of compiling information to analyze document usage, especially for permanent storage. Students will gain familiarity with cross-referencing in the same way they developed skill in the previous two objectives.

1308.02.04 Logging will become more important in Module 1309 when students practice measuring and evaluating their work. For the time being, it is sufficient to accustom students to the habit of documenting their jobs. The following is one example of a WP log which could be used for student assignments or actual work for outside clients.

Number

Instructional Ideas

Sample Work Measurement Log

Operator Name: ______________________ Date/Period: ________________

	INPUT						WORK TYPE					
Document Name	Orig.	L/H	S/H	C/T	D	T	Letter	Text	Stat	Forms	Rep.	Conv.

L/H: Longhand - handwritten copy
S/H: Shorthand - notes taken by the operator from face-to-face dictation
C/T: Copy Typing - retyping from pre-typed copy
D: Dictation - typing while originator dictates at the automatic typewriter
T: Transcription - typing from tape, cassette, endless loop dictation systems

Number	Instructional Ideas
1308.02.05	Regardless of whether the equipment available "automatically" generates an index or if it simply allows the operator to type and store a media index, the key is whether the system has the ability to print it onto paper for filing. As a general rule, equipment generated indexes are not an automatic cross-reference system, but rather a printed list which allows the operator to quickly see what information is stored on media and the amount of room left for use.
	One of the most recent automated filing systems enables operators to enter files into the system by using a keyboard display system like those used in automated typing systems. The operator uses the keyboard to create, store, retrieve, change, print, communicate, and delete records. It takes only a few keystrokes to tell the machine to retrieve a record, and any record will appear on the screen in just two seconds. When records become obsolete, a simple keyboard instruction will have the system delete files or update them.
1308.03.01	A media filing pretest might consist of requiring each student or small team of students to set up a filing system, complete with properly labelled media and hard copy. Proficiency is measured by whether the instructor can then find an item in each system or otherwise use the system successfully.
1308.04.01	The posttest might consist of giving each student a packet of material which necessitates some filing in each system. Those students who can use all systems have mastered the module and should go on to work measurement or evaluation.
1308.05.01	An excellent resource on this topic is: *Practical Guides for Word Processing, Vol. 3. Media Logging and Filing Systems* by D. Martin, 1979. Available from Word Processing Information Management Corporation, 4319 Covington Highway, Decatur (Atlanta), Georgia 30035

Number	Condition	Performance	Standard
1309.01.01	Given discussion of and reading material related to work measurement systems,	the student will be able to explain the rationale for implementing such systems	to the satisfaction of the instructor.
1309.01.02	Given discussion and study of a sample work measurement log,	the student will develop and maintain his/her own work measurement log	including categories of work, types of input turn-around times (including delivery where appropriate), and original revision.
1309.01.03	Given samples of techniques used to measure production,	the student will apply any of the following techniques as required by the instructor: A. Line counts B. Page counts C. Document counts D. Portions counting	to the instructor's satisfaction.

Number **Instructional Ideas**

GENERAL COMMENTS:

Students need to know that WP work will probably be measured for a variety of evaluative reasons. The consensus of the Task Force was that extensive preparation in measurement and evaluation was not necessary, but that students should be aware that this is done, that there are various techniques, and that those they may be exposed to in class are not the only possible approaches. Students will need to be comfortable with the notion that measurement and evaluation are the methods of WP accountability and that salaries and advancement will probably depend upon adequate performance. The instructor is encouraged to introduce this module as a normal part of the WP enviornment and not something students should fear or resent.

1309.02.01 Every word processing system utilized within a company should use some form of work measurement in order to track its efficient use.

A word processing work measurement system should be designed and implemented with the primary focus of being a tool to track the RELATIVE production in the same facility or facilities. The information the measurement system provides you (both historical and current) should allow you to identify trend in work volumes and work types and allow you to develop standards for operator and equipment productivity.

Statistics gathered from your system should allow you to identify such things as:

1. The maximum production per operator/equipment which can be consistently expected--a fact which helps to identify when an increase in work volume will create a need for additional personnel and hardware.
2. The types of input the facility receives and whether or not the Originators are using the most efficient methods to take advantage of the automatic typing equipment. Identifies the efficient use of other systems (such as dictation or OCR equipment) the company has invested in.
3. Whether or not the facility has seasonal increases/decreases in work load, allowing you to budget for additional equipment on short term rental and/or part-time personnel to handle a seasonal "crunch".
4. The average learning curve of an inexperienced operator on both the equipment and types of work being processed. This allows you to measure the impact operator attrition will have on productivity and eliminate buying more hardware and hiring more operators than actually necessary.
5. The impact different types of work have on efficiency and productivity. If a large volume of statistical information is planned, proper measurement statistics should allow you to project its impact on document turn-around times and the need for overtime or additional personnel/equipment.

Number **Instructional Strategies**

6. Allows you to cost-justify the use of word processing equipment by analyzing cost per line, page, portion, or document/job. In addition, turn-around times may be computed to illustrate the efficiency with which documents can be automatically processed relative to manually typing and retyping.

Regardless of the methods used to measure word processing production, there is a single key to success -- consistency. Once a method or policy has been established, it must be followed by all operators and used on all applicable work. Constantly changing or modifying policy will eventually invalidate statistics.

1309.02.02 Regardless of the method used to measure production, a Work Measurement Log must be designed for the equipment operator to report production statistics. The design of the form will be directly based upon the work measurement system used in the facility. However, there are some basics which every work measurement form should include:

- Block for the Operator's Name
- Date or Period the Log covers (daily or weekly)
- Location (if multiple locations apply)
- Name of the Document
- Name of the Originator

The design of the balance of the Work Log will be dependent on the information needed to report. For example, it is possible to do the following:

- Measure by Work Tape
- Measure by Types of Input

The key to gathering statistics on Input Methods is through the operator Work Measurement Log. When designed, the log should provide the operator the ability to easily identify the type of input used to prepare the document. Exhibit A and B are illustrations of types two of Work Measurement Logs which report types of input.

A Work Log by Work Types has already been presented in Module 1309. The other type of log (by types of input) is illustrated below in two variations.

Number

Instructional Ideas

WORK MEASUREMENT LOG

Operator Name: ______________________ Date/Period: ______________________

Document Name	Orig.	Letter	IN	Text	In	Stat	IN	Forms	In	Rep	In	Conv

This example incorporates all basic categories which management should require reporting on. This Log should be considered a maximum to operators to consistently fill out.

Document Name	Orig/ Dept #	TIME IN	TIME OUT	INPUT					WORK TYPE						ACTION			
				S/H	L/H	D	T	C/T	Letter	Text	Stat	Forms	Rep	Other	O	R	P	Conv

Number **Instructional Ideas**

1309.02.03 Have students practice measurement on their own for a while to become accustomed to the concept and to different techniques. Assign someone to measure the production and page count or line count for everything that comes in on two consecutive days. In this way students can see others' work and practice sharing the results of their efforts.

Common measurement techniques include the following:

LINE COUNT:

The most common form of work measurement. It is quite simply the counting of lines of FINAL text after they are produced via the printer or typewriter. The number of lines is transferred by the operator to a Work Measurement Log, which is later used by management for compiling production statistics. The methods are manual, overlay, automatic, and averages. The popularity of Line Counts as a form of word processing work measurement was created by the ease with which people could adapt to it. Most secretaries understand and relate to pages in terms of lines. It appears, at least at the first view, to be a fairly accurate method of measuring production. However, before implementing line counts, its inconsistencies must be considered and resolved.

PORTIONS:

One of the simplest to use and most exact "manual" (not equipment generated) methods available.

One methodology Portions based on 8ths. Portions may be of any size from 1/4 up to 1/12th or more. The smaller the portion the more exact the measurement will be. The method is as follows:

1) Take an 8 1/2 x 11 inch sheet of paper and divide it into two (2) equal halves by drawing a line down the center of the page.
2) Turn the page on its side (11 inches across the top) and draw 3 lines which divide the page into eight (8) equal sections. You should now have a sheet of paper with eight (8) equal Portions.
3) Take this sheet of paper to an office copier. Using transparencies, make a clear overlay(s) of this sheet. This finished overlay (transparency) is used by the operator in the same manner as the Line Count overlay. The operator places the overlay on top of the finished page and counts the number of squares (8ths) that the text shows in. The number of squares is noted in the 8th Portions column of the Word Measurement Log. The following log is useful in portions counting.

Number

Instructional Ideas

3) Take this sheet of paper to your office copier, and using transparencies, make a clear overlay(s) of this sheet.

This finished overlay (transparency) is used by the operator in the same manner as the Line Count overlay. The operator places the overlay on top of the finished page and counts the number of squares (8ths) that the text shows in. The number of squares is noted in the 8th Portions column of the Word Measurement Log. The following log is useful in portions counting.

WORK MEASUREMENT LOG
Portions

Operator Name: ______________________ Date: __________

DOCUMENT NAME	Orig.	Date	Portions	
			D/S	S/S

It is also possible to measure production by Percentage Efficiency, Weighted Standards, and Operator Errors. However, for entry-level training, the others are more common and easily used and therefore more appropriate.

1309.03.01 Have each student describe, in a brief written report, how work measurement increases office efficiency by explaining the use of work standards, daily work logs, and production reports.

1309.04.01 Have each student successfully complete a work measurement log and include it in his/her portfolio.

1309.05.01 There are several excellent articles on this subject in WORDS.

Another valuable resource is Practical Guides for Word Processing, Vol. 4. How to Measure Word Processing Production, by D. Martin, 1979. Word Processing Information Management Corporation, 4319 Covington Highway, Decabur (Atlanta), Georgia 30035.

Number	Condition	Performance	Standard
1310.01.01 1310.01.02	Given discussion and demonstration,	the student will be able to identify common problems involving both machines and media and their solutions, and apply problem analysis to sample problems	to the satisfaction of the instructor.
1310.01.03	Given discussion and demonstration,	the student will practice safety procedures in the WP environment	to avoid personal injury and/or harm to the equipment.
1310.01.04	Given discussion and demonstration,	the student will regulary clean the exterior surfaces of the lab equipment, including the keyboard panel, printer, and screen	to the satisfaction of the instructor.
1310.01.05	Given discussion and demonstration,	the student will report the problem to the supervisor immediately and on a proper reporting form if appropriate	to the satisfaction of the instructor.
1310.01.06	Given instruction regarding supplies and inventory,	the student will practice inventory control within the classroom or lab	so that there is always an adequate amount of supplies available for class use.

Number Instructional Ideas

GENERAL COMMENTS:

There are two principle reasons for including this module in the guide. First, employers are appreciative of the employee who helps maintain the capital investment and saves service charges by a) applying consistent preventive care measures and b) knowing how to solve minor problems or at least analyze the problem for the technician and minimize service costs.

The second reason involves diminishing vendor support. It appears that vendors will be gradually reducing the amount of free assistance given clients and that future support will be arranged on a contractual basis. Under these circumstances, knowledge of preventive care will become increasingly important for WP employees.

1310.02.01 A. As students are introduced to the equipment, it is important that they be instructed in common problems at the onset and this knowledge reinforced as actual problems occur. Even classrooms where there is no WP equipment can still instruct students in proper attitudes toward and habits of preventive care. One instructional strategy is to extract portions of the User's Manual and reproduce for class discussion, or have students abstract preventive care for certain equipment and share the results with the entire class. The example below was developed for a Mag Card system.

EXAMPLE:

Yellow Blinking
While Reading A Card . . .
What Happened?
The card being read into memory ejected through the Single Card Slot with the Yellow Light blinking.

Reason:
There is not enough room in memory to store all the text on the card. Therefore, the card ejects so it can be reread.

Action No. 1:
Reading from the Pack Feed Slot:
1. Remove the ejected card.
2. Place the card on the bottom of the cards in the Pack Feed Slot.
3. Continue with the project. You cannot read again until some text is recorded (or cleared) out of memory.

Action No. 2:
Reading Cards Through the Single Card Slot:
1. Remove the ejected Card.
2. Place the card in the card tray to be reread.
3. Continue with project. You cannot read again until some text is recorded (or cleared) out of memory.

Number Instructional Ideas

EXAMPLE:

Yellow Solid
While Typing to record . . .
What Happened?
While typing into memory, the keyboard locked up and the Yellow Light came on solid.

Reason:
You have typed to the end of memory.

Action:
Depress REC. All the text in memory will be recorded on cards. The machine will automatically take as many cards as necessary to record all the text in memory.

While Revising . . .
What Happened?
While typing an insertion, the keyboard locked up and the Yellow Light came on solid.

Reason No. 1:
The memory is full. You forgot to record at the end of a page.

Action:
Depress REC. The machine will record to the first PE in memory.

Reason No. 2:
The memory is full. The insertion has pushed other text to the end of memory.

Action:
1. Type a PE Instruction.
2. Depress REC.
3. When recording is complete; depress REC again. The rest of the text in memory is recorded.
4. Take these cards from the Stacker and read the first one back into memory.
5. Access to the end of text; continue with the insertion.
6. Continue in the usual manner.

Number Instructional Ideas

B. MSRs (Marketing Service Representatives) or Vendor's Techincians are often available to address classes on proper preventive care and problem anaylsis. Service presonnel seem to enjoy the experience, and students who understand how the equipment works and how to resolve problems generally work much more effectively with the systems. A major problem is preventive care involving the media itself (i.e., how to handle a floppy disc, what not to do with a magnetic card, etc.). This is such an important area that it is recommended that the instructor give it considerable attention.

C. Students are often hesitant to tell the instructor when equipment breaks down or otherwise goes awry. Task Force members encourage WP instructors to introduce students to a job equipment repair request like the example which follows and how to fill it out in logical and precise language. Then, if equipment does need attention and the form is not properly submitted, the instructor should not initiate a service call but wait until the class notices the broken machine and begins to complain about its disrepair. It may mean some temporary inconvenience if all students do not have access to equipment or a particular type of equipment, but the point is usually not forgotten.

SORRY .. OUT OF ORDER ...

DATE ______________________________
REPORTED BY ______________________________

TYPE OF EQUIPMENT ______________________________

PROBLEM ______________________________
____
____

Number	Instructional Ideas
1310.02.02	Safety habits is another important area which can be introduced at the same time with preventive care. The same strategies which applied to the previous objective are equally effective here.
1310.02.03	A. If the classroom or skills center functions like a simulated production center, teaching students inventory control within the classroom is very easy: students record whatever supplies they use for their "clients" and cost back for each job. Outside clients do not pay for student time, but they do reimburse the classroom for all materials according to carefully kept student records. B. Even if the classroom is not a simulated production center, the same general methodology could apply. Records can be kept by individual student, by class, etc. C. Advisory Committees are often excellent sources of supplies. Instructors should not hesitate to make the classrooms' needs known to members who are usually more than glad to help fill the need. This applies to equipment, as well as more general supplies.
1310.03.01	The pretest for this module can be somewhat more informal than for previous modules. The important consideration for students to learn is that preventive care prolongs the life of WP equipment and increases the profitability and efficiency of the work station. One possible pretest which the instructor may wish to consider is to take the prescriptions of common problems from equipment manuals and ask students to identify the source of the problem and its cure. If this is done during group discussion, the instructor should be alert to any students who do not respond and therefore may need individualized attention in the area of preventive care of equipment.
1310.04.01	Using the equipment available in the classroom or lab, arrange to have one problem showing with each machine. Instruct students to analyze each machine's malfunction, identify each problem on a sheet of paper, and describe what steps to take to resolve the problem. Students can submit a typed version, which is further practice in language arts skills.
1310.05.01	Vendors are excellent resources for teaching/learning this module, as are repairpersons. They should be able to supply a variety of equipment manuals for classroom use, even for machines which are not available in the classroom or lab.

Number	Condition	Performance	Standard
1311.01.01	Given the classified ads from a metropolitan newspaper,	the student will recognize entry-level career opportunities in WP	with 90% accuracy.
1311.01.02	Given instruction in or review of resume writing,	the student will write a salable resume	appropriate to the WP field.
1311.01.03	Given either a simulation or an actual appointment for an interview,	the student will conduct a job interview for an entry-level WP position	with the result that the student is either offered the job or is considered employable by the simulated interviewer.
1311.01.04	Given a sample job application for an entry-level WP position,	the student will complete the application	neatly, accurately, using Standard English, and to the satisfaction of the instructor.
1311.01.05	Given class discussion of and various presentations on professional presence,	the student will practice professional appearance, poise, attitude, and common sense in the classroom	to the satisfaction of the instructor.
1311.01.06	Given regular discussion of the work ethic,	students will maintain the confidentiality of their work and demonstrate other applications of the work ethic	as circumstances arise and to the satisfaction of the instructor.
1311.01.07	Given different types of assignments with varied time constraints,	the student will practice time management	to meet production requirements for varied environments.
1311.01.08	Given assignments due in short periods of time and evaluation by the instructor,	the student will practice working under pressure and accepting criticism	in a business-like manner to the satisfaction of the instructor.

Number	Condition	Performance	Standard
1311.01.09	Given an evaluation of the instructor to simulate an employee performance review,	the student will complete the review	in a positive and professional manner and begin work on areas needing improvement as appropriate.
1311.01.10	Given a simulated job exit,	the student will determine the most appropriate ways to leave a job	which will enhance the student's later employability

Number Instructional Ideas

GENERAL COMMENTS:

The CBE Program Guide Common Core and Office Core contain several units applicable to this module. The Task Force, however, felt that another module was appropriate for two reasons: 1) there are skills specific to WP which students should learn and 2) WP students will be entry-level but more skilled than just the clerk-typist and therefore should be prepared to present themselves as such. The Common Core or Office Core did not seem to be sufficient in either regard.

1311.02.01 Invite a WP Center Manager as a guest speaker to discuss organization of business, entry-level jobs, possibilities for advancement, salaries, and additional benefits in the field.

With the class, study a variety of organization charts and discuss levels or organization of staff and management in each.

Have students contact (visit, write, or telephone) persons employed in the field regarding entry-level positions available, salaries, and advancement opportunities.

Describe and discuss federal and state wage and hour laws and/or invite the local labor commissioner to discuss laws.

Have students investigate sources of information about job openings and report to class.

1311.02.02 Describe the purpose, content, and style of a resume. Have students review sample resumes and write their own resumes. Have class discuss results.

Have students show in their resumes that they know what the career ladder is by including their own career objectives.

1311.02.03 Stage an interview day where half the class comes prepared for an interview, and half the class evaluates their performance.

Videotape or tape record students or other faculty conducting simulated job interviews with students. Play back for class discussion and evaluation.

Hold a class discussion or emphasize during interview day or the videotape playbacks the importance of verbal communication. Stress that the WP interviewer will be checking to see how well-spoken they are. Have them become conscious of and practice effective speech.

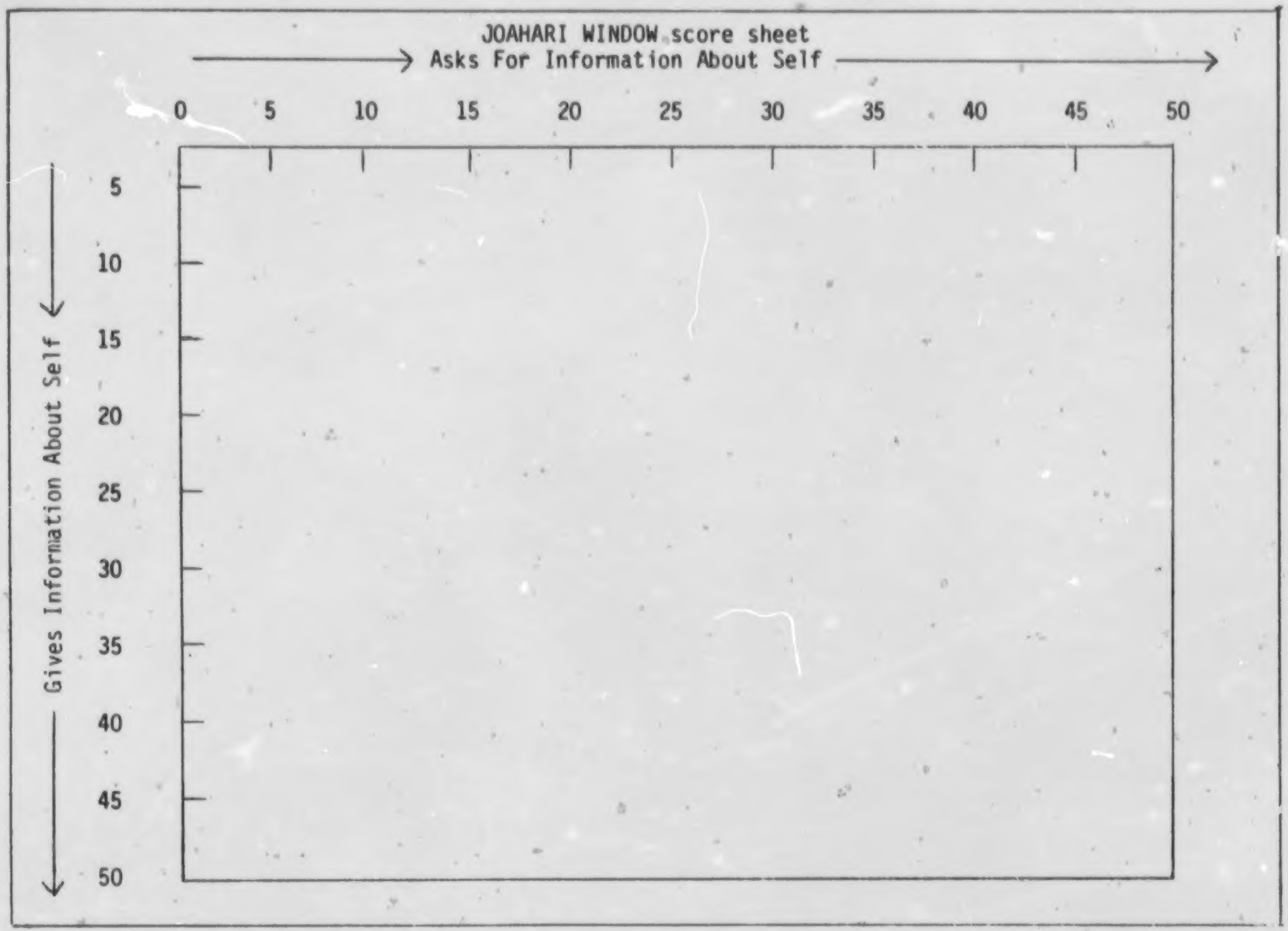
Number	Instructional Ideas
	By this time in the teaching/learning schedule, students will have probably assembled a portfolio of sample work. Have them practice using the portfolio as an interview technique.
1311.02.04	Invite an emloyment agency counselor to discuss the use and importance of letters of application. Ask the guest to bring samples.
	Have students review samples and prepare their own letters of application for a job of their choice.
	Discuss information which can and cannot be required on job application forms and have students complete sample forms.
1311.02.05	Invite a professional businessman/woman to talk to the class about professional grooming and how it has affected his/her career development. The instructor is also encouraged to remember that what s/he wears to class or how s/he acts is one of the most consistent and important models students will have during pre-employment.
	Discuss principles of speaking and listening for effective oral communications.
	Videotape or tape record students practicing oral communications skills. Play back and discuss manner of speech, tone of voice, attitudes, gestures, etc.
	Invite a local WP Manager, operator, or other as a guest speaker to discuss qualities desired of employees.
	With students, prepare a checklist of desirable characteristics of an employee who is dealing with employees or the employer. Discuss the results.
	Discuss the importance of enthusiasm. Role play employer-employee situations showing enthusiasm and willingness to work.
	Have students create a two-minute videotape production demonstrating employee enthusiasm and willingness to work.
	Discuss the meaning of "initiative" and its relationship to "enthusiasm." In discussion, evaluate classroom situations to show how one student or group demonstrated initiative.
	Role play situations that show initiative and lack of initiative. Discuss results with the class.
	Develop an "initiative chart." At the end of each class period, give each student who demonstrated initiative a square on the chart.

Number	Instructional Ideas
	Have students keep accurate records of class assignments. Discuss how failing to complete class assignments relates to failing to complete tasks assigned by the employer.
	Discuss the importance of arriving at class and to the job prior to the appointed time.
	Develop a mandatory timecard system for sign in and sign out. Have students compute hours spent in class each week from timecards. Give points for attendance and punctuality.
	Suggest situations for students to role-play employees who are courteous and discourteous. Follow with class discussion.
	Have students visit retail stores to observe salespersons' behavior and manners when dealing with customers. Discuss observations.
	Teaching for the grooming objective should be designed by the individual teacher using resource materials available at the local level.
	Review and list desirable employee characteristics. Have each student select and rank the ten most important. Tally and identify the class's top ten. Discuss results.
	Have each student conduct a self-evaluation, using an attitude rating sheet each week for one month. Put evaluations in each students "personnel file" and discuss at the student's evaluation.
	Have students cut out examples from magazines of what they feel to be proper business attire. Discuss results as entire class.
1311.02.06	This objective is probably best taught in conjunction with Modules 1306 and 1307 where actual work or assignments are being produced. After such practical experience, the instructor is also encouraged to give the concept theoretical support by discussing the work ethic is class. With practical and personal examples from the students' experience to use for discussion, the strategy will be all the more meaningful.
1311.02.07	The same is true of this objective as was true of 1311.02.07 above. Time management is best learned in the actual production situation. However, valuable points can be made through discussion when students have enough of an experiential background to be able to relate the points they hear.

Number	Instructional Ideas
1311.02.08	Students need to be taught or at least encouraged to detach themselves from their work sufficiently to accept criticism objectively. This is best done in the classroom by introducing the concept first, then criticizing students' work when necessary and talking with students about their acceptance of this criticism afterwards. This is an important job skill, and it is probably one we do not prepare students well enough to accept or deal with. The more we can do in this area, the better off our students are likely to be.
1311.02.09	The instructional strategies suggested for interviewing are equally applicable here. Students should be given opportunities to dialogue about both positive and negative performance reviews. Emphasis should be put on what kinds of behavioral changes would have made the review better, if it was negative.
1311.02.10	Too many people do not know how to quit a job: they either disappear from a position too quickly or they leave positions with a negative posture. We should be teaching students how to leave jobs as positively as possible (even when circumstances might warrant otherwise), since statistics indicate that they will be changing jobs many times in the course of their careers.
1311.03.01	Have students develop an initial resume according to what they have learned in previous classes or know to be true from their own experience. Use these diagnostically to assess what students still have to learn about resumes as they relate to the WP field.
1311.04.01	Have each student complete a Johari Window Test. (David W. Johnson, Reaching Out: Interpersonel Effectiveness and Self-Actualization, Prentice-Hall, Inc.; Englewood, Cliffs, New Jersey, 1972). Have each student plot his/her score on a Johari Window score sheet like the one below.

Number

Instructional Ideas


JOAHARI WINDOW score sheet

Number Instructional Ideas

Have students answer the following questions. There are no right answers. The point of this posttest is to have students consider their typical reactions, which one would also expect in the working environment.

1. How can a person with a large blind spot decrease the blind spot and make the area bigger?
2. How can a person with a large hidden section decrease the hidden section and make the area bigger?
3. How can a person with a large unknown section decrease the unknown section and increase the area?

1311.05.01 RECOMMENDED READING/RESOURCES:

Anderson, Ruth I. "The Need for Shorthand in the Automated Office." Business Education World, January-February, 1976, p. 19.

American Manpower Today. U.S. Department of Labor, Washington, D.C.: 1974

Asprey, Winifred, and Anne Wheller Laffan. "Women Speak Out on DP Careers." Datamation, August, 1975, pp. 41-43.

Bellotto, Sam, Jr. "Male Temps: Clerks to Controllers." Administrative Management, March, 1971, pp. 54-55, 79-80.

Blackmore, Donald J. "A Salary Profile of Electronic Data Processing Occupation." Monthly Labor Review, March, 1975, pp. 51-56.

Crenshaw, Doris C. "Word Processing Can Be A Secretary's Best Friend." The Secretary, November, 1974, pp. 20-24.

Employment and Earnings. Bureau of Labor Statistics, Washington, D.C.: 1974.

Facing Facts About Vocational Education In Your Career. The Prudential Insurance Company of America, Newark, N.J.: 1975.

"Five Ways to Organize Administrative Support." Administrative Management, May, 1974, pp. 22, 83.

Getting The Right Job. SCM Glidden-Durkee, Cleveland, 1973.

Jobs For Which a College Education Is Usually Required. Bureau of Labor Statistics, Washington, D.C.: 1973.

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Meisner, Dwayne. "The New Economics of Temporary Personnel." *Administrative Management*, May, 1974, pp.20-21.

Merchandising Your Job Talents. Manpower Administration, Washington, D.C.: 1974.

Mills, Tom. "Support System for Active Management." *Word Processing*, May/June, 1975, pp.6-7.

National Survey of Professional, Administrative, Technical, and Clerical Pay. Bureau of Labor Statistics, Washington, D.C.: 1975.

A New Approach To Manpower. Manpower Administration, Washington, D.C.: 1974.

Occupational Outlook Handbook. U.S. Department of Labor, Washington, D.C.: 1976.

"Occupational Outlook For The Mid-1980's." *Occupational Outlook Quarterly*, Winter, 1975.

Prigge, Lila L. "Specialized Programs in Office Occupations." *Journal of Business Education*, April, 1976, pp. 211-213.

Renee, M. Anne. "What Business Wants From Beginners." *Administrative Management Society Report*, May, 1974, pp. 55-57.

Short, Larry E. "Nondiscrimination Policies: Are They Effective?" *Personnel Journal*, September, 1973, pp. 786-792.

Stutsman, Galen. "Survey Stresses Need for Filing Instruction." *The Journal of Business Education*, March, 1974, p. 263.

A Working Woman's Guide To Her Job Rights. U.S. Department of Labor, Women's Bureau, Washington, D.C.: 1975.

"Word Processing, Options Gain Interest Preparing Good Careers." *Lovejoy's Guidance Digest*, February, 1976, p. 4.

BOOKS WITH SUGGESTIONS FOR INTERVIEWS AND APPLICATION LETTERS

Meehan, James R., Mary Ellen Oliverio, and William Pasewark. *Secretarial Office Practice*, 8th ed. Cincinnati: South-Western Publishing Company, 1972.

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Gregg, John Robert, et al. Applied Secretarial Practice, 7th ed. New York: McGraw-Hill Book Company, 1974.

Hanna, Marshall, Estelle L. Popham, and Rita Tilton. Secretarial Procedures And Administration, 6th ed. Cincinnati: South-Western Publishing Company, 1973.

Morrison, Phyllis. A Career In the Modern Office, Book 4, Getting the Right Job. New York: McGraw-Hill Book Company, 1970.

Murphy, Herta A., and Charles E. Peck. Effective Business Communication, New York: McGraw-Hill Book Company, 1972.

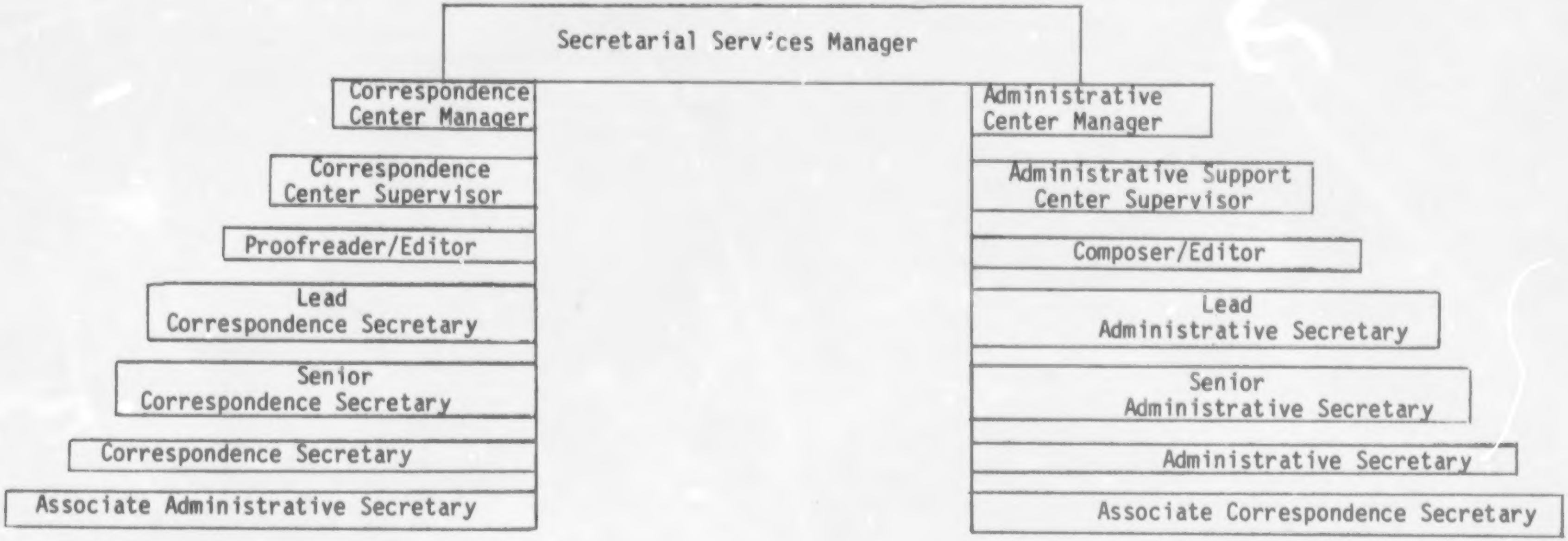
New York State Department of Labor. Guide to Preparing a Resume. New York: New York State Employment Service, 1972.

Wolf, Morris Philip, and Robert R. Aurner. Effective Communication in Business, 6th ed. Cincinnati: South-Western Publishing Company, 1974.

Number	Condition	Performance	Standard
1312.01.01	Given discussions of WP in related fields, study of classified ads, and/or inquiry at personnel offices,	the student will be able to A. Describe at least three WP management or supervisory careers. B. Describe the major correspondence positions and duties created by WP including: correspondence supervisor, correspondence coordinator, correspondence specialist, and correspondence trainee. C. Describe the major administrative positions and duties created by WP including: administrative supervisor, administrative specialist, and administrative trainee; and D. List the major skills needed for working within a WP environment by principals, correspondence employees, and administrative employees.	so that the student has identified at least five career possibilities by the end of the instructional cycle, including at least one of them in his/her resume, and included the others in his/her portfolio.
1312.01.02	Given interviews with WP operators and/or managers,	the student will identify WP career paths and the responsibilities associated with each position (including responsibilities for budgets, personnel, presentations, production/measurement, human interaction, justification, integration with company needs, and management skills) in either a written or oral report	in Standard English with proper format, spelling, punctuation, and accurate content.

Number Instructional Ideas

1312.02.01 Word processing has created many new job titles and in many cases has opened management positions to secretaries. Since companies are beginning to set salaries consistent with the employee's degree of specialization, employees trained in word processing can command higher salaries in a working place. The greatest variety of word processing positions is found within companies using centralized word processing. A large company with a centralized word processing system would generally employ management positions, correspondence secretarial positions, and various levels of administrative secretarial positions. Companies which use work clusters or other decentralized approaches may also employ correspondence and administrative personnel on a limited scale.


Secretarial Services Manager
Correspondence Center Manager
Correspondence Center Supervisor
Proofreader/Editor
Lead Correspondence Secretary
Senior Correspondence Secretary
Correspondence Secretary
Associate Administrative Secretary
Administrative Center Manager
Administrative Support Center Supervisor
Composer/Editor
Lead Administrative Secretary
Senior Administrative Secretary
Administrative Secretary
Associate Correspondence Secretary

1312.02.02 Have students read case studies of individuals who have advanced in the field or interview WP managers and others or listen to a guest speaker on the topic. The important point for them to realize and demonstrate in their papers is that different kinds of skills are needed for advancement than just WP skills. They will need to have budget skills, personal presentation skills, knowledge of the corporate or business organizations, for example.

Number Instructional Ideas

1312.02.03 The following job titles and descriptions for WP personnel were originally developed in the San Diego area and have since been adopted by the International Word Processing Association. All positions are nonexempt (hourly wage) except where noted.

A. WORD PROCESSING TRAINEE: Entry level position for those having 0-12 months word processing experience. Must have adequate typing skills, good knowledge of grammar, punctuation, spelling and formating, the ability to use dictionaries, handbooks and other reference materials, and be oriented toward teamwork and the use of machines. A trainee's functions include routine transcription and manipulation of text from various types of source information (dictation, handwritten, etc.). Maintains own production records, and may be required to proofread own work.

B. WORD PROCESSING OPERATOR: The next level up from WP Trainee for those having 6-24 months word processing experience. In addition to having all the qualifications and functions of position A, a word processing operator handles special documents, meets established quality standards, uses all of a machine's text editing functions, and is familiar with department terminology and company practice.

C. WORD PROCESSING SPECIALIST I: A word processing operator with a minimum of 18 months experience who can format, produce and revise complicated documents, such as lengthy technical and statistical reports, from complex source information, including the retrieval of text and data from electronic files. Exercises independent action when interpreting instructions to produce a quality document, understands proofreader marks, and assumes full responsibility for document accuracy and completeness. Has a thorough knowledge of center procedures and maintenance of records. May operate word processing equipment in the telecommunications mode.

D. WORD PROCESSING SPECIALIST II/ASSISTANT SUPERVISOR: A person at this level exercises all of the competencies of position C and may act as assistant supervisor. A Word Processing Specialist II is able to operate all the information processing functions within the installation. Responsibilities include coordinating and assigning work, analyzing requirements for specific projects, communicating with users, compiling production statistics and recommending changes in center procedures. May also assist in training personnel.

E. PHOTOTYPESETTING SPECIALIST: A word processing operator who enters special codes while keyboarding and revising text that is to be output on a photocomposition system. Has knowledge of points, picas, typefaces, leading and other aspects of typesetting and printing.

F. WORD PROCESSING TRAINER: Someone with a minimum of 24 months experience operating word processing systems who spends the majority of time training new operators. May also be responsible for instructing users in dictton methods and other procedures to insure maximum utilization of a WP center. Should make recommendations to management with regards to new equipment purchases from the standpoint of ease of use.

Number Instructional Ideas

G. PROOFREADER: Proofreads typed copy for text content, spelling, punctuation, grammar and typographical errors. May be responsible for setting grammar and format standards, guidance and/or training of secretaries and principals.

H. WORD PROCESSING SUPERVISOR: With all the competencies of a word processing specialist II, a supervisor is responsible for the operation of a center (or section within a large center). Schedules and coordinates work flow, assists word processing personnel in document production and in establishing and maintaining quality standards. Also analyses production data and procedures, identifies potential improvements and may be responsible partially for budgets and equipment recommendations. Reports to word processing manager.

I. WORD PROCESSING MANAGER: Exempt (salaried). Responsible for the overall operation of a word processing center, including the guidance of supervisors, personnel administration, staff requirements, user liaison, and evaluation, design and implementation of future WP systems. Also is responsible for budgets, overall production reports, and coordination of services with administrative support. May also manage the operation of photocopying, printing, mailing or graphics services.

J. ADMINISTRATIVE SECRETARY: Someone who works for a group of principals as part of a team under the direction of an administrative support supervisor or manager. Responsibilities include the support functions such as filing, photocoying, maintaining calendars, records and lists, and providing special secretarial services, etc.

K. SENIOR ADMINISTRATIVE SECRETARY: Has a record of exceptional performance. At times may act as assistant to supervisor of an administrative team, and is qualified to compose and edit documents for principals, provide research support, and perform other para-professional duties. Handles special projects and is fully aware of company standards and practices.

L. ADMINISTRATIVE SUPPORT SUPERVISOR: May have the responsibilities of position K in addition to scheduling and administering work flow to a team of administrative secretaries. Responsible for liaison with and training of users who benefit from administrative support. Evaluates staffing requirements, prepares management reports, recommends new methods of handling administrative secretaries. Reports to Administrative Support Manager.

M. ADMINISTRATIVE SUPPORT MANAGER: Exempt (salaried). Has full responsibility for developing, maintaining and evaluating all services structures under administrative support within an organization, such as filing, telephone, mail and para-professional support. Monitors the success of the administrative support group and is familiar with the company's goals and objectives. Works closely with the word processing manager to insure cooperation of the two functions. May manage other major administrative duties such as records and retention, microfilm, print shop, purchasing, etc. Reports to Director of Secretarial Support Systems (in large organizations).

Number	Instructional Ideas
	N. STAFF ANALYST: Exempt (salaried). Responsible for consulting and assisting word processing and administrative support supervisors and managers. Conducts studies, reviews operations, and determines and recommends appropriate staffing, procedures and equipment. Reports to Director of Secretarial Support Systems or Word Processing Manager or Administrative Support Manager.
	O. DIRECTOR OF SECRETARIAL SUPPORT SYSTEMS: Exempt (salaried). May be Vice President or Assistant to Vice President in some organizations. Has total responsibility for all aspects of an organization's office system, including word processing, administrative support, and other information processing. Insures the collaboration of all support functions. Reports to a chief executive officer.

Number Instructional Ideas

1312.03.01 Pretest Directions: Match the letter of the definition on the right with the correct term on the left. Write the correct letter in the space provided.

_____ 1. Administrative specialist
_____ 2. Administrative supervisor
_____ 3. Administrative trainee
_____ 4. Correspondence coordinator
_____ 5. Correspondence specialist
_____ 6. Correspondence supervisor
_____ 7. Correspondence trainee
_____ 8. Lead secretary
_____ 9. Marketing support representative
_____10. Proofreader
_____11. Systems analyst
_____12. WP manager

A. An employee used by WP equipment companies to train customers to operate equipment.
B. Their major duties consist of employee orientation to WP, making sure that personnel are trained to carry out their WP duties, and making sure that the equipment and procedures employed are the most effective possible.
C. They are commonly employed by very large organizations to work on developing "tailor-made" WP systems for their diversified WP needs.
D. They are responsible for supervising all the correspondence center activities including setting up the centers.
E. They are responsible for work requests of principals, training correspondence specialists, assisting the supervisor with any duties necessary, and producing documents when the need arises.
F. They are responsible for the accuracy of each document processed in the center.
G. They are responsible for producing typewritten documents by using automated typewriters and machine transcription devices.
H. They are responsible for learning to use automated typewriters and machine transcription devices.

Number	Instructional Ideas
	I. They are responsible for setting up or designing the administrative support group, supervising administrative specialists, and working as a liaison between principals and administrative specialists and the correspondence center. In addition, they may be responsible for processing specialized projects and confidential assignments. J. They are responsible for the combined duties of supervising a small group of correspondence and administrative specialists and acting as coordinators of all administrative and correspondence needs of principals. They are also responsible for performing confidential or complicated typing assignments and for training principals and secretaries in the use of automated equipment and WP procedures. K. They are responsible for all verbal communication needs of principals and light typing; they also work as assistants to principals. L. They are responsible for routine administrative duties and for learning the responsibilities of all principals and administrative specialists.

Answers: 1K; 2I; 3L; 4E; 5G; 6D; 7H; 8J; 9A; 10F; 11C; 12B

1312.04.01 The student paper suggested for the second objective is probably the most appropriate posttest the instructor can administer. It has the added advantage of touching on the development of several other skills already suggested in previous modules.

1312.05.01 Many of the references suggested in Appendix A will be useful for teaching/learning this module.

Number	Condition	Performance	Standard
1313.01.01	Given demonstrations by vendors and related reading material during the course of the instructional cycle,	the student will be able to define an integrated office system and a "paperless" office	with accuracy and an understanding of the future.
1313.02.02 1313.02.03	Given class discussions and related reading material regarding important WP trends,	the student will be able to: A. Discuss the importance of all office employees having an understanding of computers, B. Describe the impact that computers are having on offices and describe how computer systems compare to WP systems; C. List the major equipment components of computers and WP systems; and D. Define "data processing" and "information processing"	in a typed report with correct content and 100% correct usage of syntax, spelling, and punctuation.

Number Instructional Ideas

GENERAL COMMENTS:

The intent of this module is to introduce to students new developments which are practiced in the most sophisticated offices around the country and those which are still on the drawing boards but imminent nevertheless.

1313.02.01 Through reading, visitations to "offices of the future," slide presentations or films on the subject, students will be exposed to:

- Reprographics and the five types of modern machines used in reprographics.
- Electronic mail and examples of three types of modern machines that are used in electronic mail.
- Satellite communcations.
- Micrographics.

1313.02.02 This strategy actually summarizes many parts of the course for both student and instructor. It is both a conceptual objective and a performance objective (i.e., students will probably produce their reports on available classroom equipment, bringing all the skills they have learned to bear on the project, including communication skills). The only new subject matter to be presented involves data processing and its relationship to word processing. Local vendors or films are available for presentation.

1313.03.01 The columns on the left represent some of the newest processes found in "paperless" offices. The items on the right are pieces of equipment or components used in these processes. The student is to match the items on the right with those on the left, bearing in mind that those on the left may be used more than once.

Number

1. Reprographics (a, e, k, l, o)
2. Electronic mail (c, m, n, q, s)
3. Electronic features of Telephone Systems (b, o, r, t, v, i)
4. Micrographics (u, d, f, j)
5. Satellite Communications (g)
6. Automated Filing Systems (h)

Instructional Ideas

a. automated typewriters
b. station transfer
c. Telex
d. microfilm
e. convenience copiers
f. microfiche
g. beams
h. keyboard display system
i. call forwarding
j. special indexing systems
k. convenience copiers
l. offset duplicators
m. facsimile machines
n. TWX
o. add-on conference phototypesetters
p. high-speed duplicators
q. computers
r. camp-on
s. telephones
t. selective toll restriction
u. readers/printers
v. station identification

1313.04.01 Again, the most appropriate posttest is the student report. The instructor will have to judge the student's proficiency on this report in a variety of areas.

1313.05.01 Many selections in Appendix A are suitable resources for this module. In addition, the business magazines and journals, particularly those specializing in WP, are the best resources for the most up-to-the-minute developments.

SELECTED REFERENCES

WORD PROCESSING PERIODICALS

Administrative Management (monthly)
Geyer-McAllister Publications, Inc.
51 Madison Avenue
New York, NY 10010

Business Automation Reference Service (monthly)
Alltech Publishing Co.
212 Cooper Center
Pennsauken, NJ 08109

The Consultant (quarterly newsletter)
Olivetti Corporation of America
500 Park Avenue
New York, NY 10022

Corporate Systems (six times a year)
United Technical Publications
Division of Cox Broadcasting Corporation
645 Stewart Avenue
Garden City, NY 11530

Datapro Reports on Office Systems (monthly)
Datapro Research Corporation
1805 Underwood Boulevard
Delran, NJ 08075

Infosystems (monthly)
Hitchcock Publishing Co.
Hitchcock Building
Wheaton, IL 60187

Management World (monthly)
Administrative Management Society
Maryland Road
Willow Grove, PA 19090

Modern Office Procedures (monthly)
The Industrial Publishing Co.
Division of Pittway Corporation
614 Superior Avenue, West
Cleveland, OH 44113

The Office (monthly)
Office Publications, Inc.
1200 Summer Street
Stamford, CT 06904

Office the Future (twice-monthly)
Word Processing and the American Office
37 West 72 Street
New York, NY 10023

The Office Products Analyst (monthly newsletter)
Box 476
Jersey City, NJ 07303

The Secretary (monthly)
The National Secretaries Association International
2440 Pershing Road
Kansas City, MO 64108

The Word
Word Processing Society Inc.
P.O. Box 92553
Milwaukee, WI 53202

The Seybold Report on Word Processing (monthly)
Seybold Publications, Inc.
Box 644
Media, PA 19063

Words (quarterly)
International Word Processing Association
Maryland Road
Willow Grove, PA 19090

Word Processing Reports
Averback Publishers, Inc.
6560 North Park Drive
Pennsauken, NJ 08109

Word Processing (bimonthly)
Office Products Division
International Business Machines Corp.
Parson's Pond Drive
Franklin Lakes, NJ 07417

Word Processing Report (twice-monthly Newsletter)
Geyer-McAllister Publications, Inc.
51 Madison Avenue
New York, NY 10010

Viewpoint (monthly newsletter)
International Word Processing Association
1015 North York Road
Willow Grove, PA 19090

ADDITIONAL MAGAZINES

The National Educational Secretary. Official magazine of the National Association of Educational Secretaries, National Education Association, 1201 Sixteenth Street N.W., Washington, DC 20036

The Secretary. Official magazine of the National Secretaries Association (International), 2400 Pershing Road, Suite G-10, Kansas City, Missouri 64108 Today's Secretary. Intended primarily for the student training for a secretarial career. Gregg Division of McGraw-Hill Book Company, Inc., 1221 Avenue of the America's, New York, NY 10020

WORD PROCESSING BOOKS AND MANUALS

Books on word processing are proliferating, resulting in an array of sources for both educators and managers. Formerly, the management and education books tended to cover the same material from different points of view. Now, full-fledged WP textbooks, workbooks with practice exercises, and teachers manuals are finding their way onto the shelves of college and high school bookstores to augment the ever increasing number of WP training programs in schools throughout the nation. The WP textbooks do not take the place of a user's manual in teaching the specific functions of a certain text-editing machine, but they do provide an introduction to the various skills and concepts which the student will need.

Management Aids:

Business Equipment and the Courts Guide for Court Managers; Publications Dept., National Center for State Courts, 300 Newport Ave., Williamsburg, VA, $35. Explains applications of text-editing equipment, filing and reproduction systems to court environment and stresses qualitative measures that guide selection. Condensed executive summary is available for $4.50.

Machine Transcription Word Processing by Pasewark; South-Western Publishing Co., 5101 Madison Rd., Cincinnati 45227, workbook $5.32, cassettes $105. Text workbook and 12 cassettes give students realistic view of working as a transcriptionist in 20 different business offices. Available with a teacher's manual.

Management of Word Processing Operations by Paula Cecil; Benjamin/Cummings Publishing Co., 2727 Sand Hill Rd., Menlo Park, CA 94025, $16.95. Includes how-to techniques and real-world cases for designing and implementing WP systems. Instructor's manual with suggested course outlines available free with purchase of the text.

Management's Guide to Word Processing by Walter Kleinschrod; Darnell Co., 4660 Ravenswood Ave., Chicago 60640, $55.50. Contains a definition of WP, describes its use in organizations, and discusses equipment selection.

Word Processing by Thomas Anderson and William Trotter; AMACOM (the publications branch of the American Management Associations), 135 West 50th St., New York City 10019, $21.95. Explains the WP concept to the management reader and tells how to ease the transition to the WP-based office.

Word Processing Concepts by Mona Casady; South-Western Publishing Co., 5101 Madison Rd., Cincinnati 45227, $4.88. Introduces students to the specialized people, efficienct procedures, and automated equipment found in the WP industry. A teacher's manual is also available for use in the classroom.

The Word Processing Explosion by Gilbert Konkel and Phyllis Peck; Office Publications Inc., P.O. Box 1231, Stamford, CT 06904, $7.50. Traces the implementation of WP in organizations, exploring both sides of the concept. It provides a management insight into WP.

Word Processing: Operations, Applications, and Administration by Walter Kleinschrod, Leonard Kruk, and Hilda Turner; Bobbs-Merrill Co., 4300 W. 62nd St., Indianapolis 46268, $19.95. Emphasizes management organization and operation of WP centers, information planning techniques, workflow control, and cost analysis/justification. Suggestions are given for motivating and supervising WP personnel.

Work Measurement: A Guidebook to Word Processing Management by Arthur L. Thursland; International Word Processing Assn., Maryland Rd., Willow Grove, PA 19090, $35 members, $45 nonmembers. Discusses in-depth analysis of WP staff, equipment, production, methods, and costs as a tool for bringing production up to planned capacity.

Skills Manuals:

Introduction to Word Processing by Jennie Mason; Bobbs-Merrill Co., 4300 W. 62nd St., Indianapolis 46268, $5.95. A general text that outlines the development and principles of WP and describes the types of skills required of the WP trainee. Accompanying teacher's manual costs $5.

Introduction to Word Processing Skills and Simulations by Jennie Mason; BVobbs-Merrill Co., 4300 W. 62nd St., Indianapolis 46268, $10.95. A workbook that provides various exercises to help students develop magnetic keyboarding skills. Accompanying teacher's manual costs. $5.

Machine Transcription and Dictation by Kupsh, Anderson, Meyer, and Moyer; John Wiley and Sons Inc., 603 Third Ave., New York City 10022, $10.05. A text designed for teaching the art of transcription. Can be used with all types of dictation equipment.

Machine Transcription in Modern Business by Meyer and Moyer; John Wiley and Sons Inc., 603 Third Ave., New York City 10022, $10.05. Discusses training on standard cassette dictation equipment. Adjunct training program using 16 cassettes contains exercises for students to transcribe. A printout of the material is available for instructors.

Word Processing Concepts and Careers by M. Bergerud and J. Gonzalez; John Wiley and Sons Inc., 603 Third Ave., New York City 10022, $10.95. Provides students with a knowledge of standard working procedures and can also be used to train operators in business.

Textbooks:

Word Processing by Arnold Rosen and Rosemary Fielden; Prentice-Hall Inc., Sullivan Ave., Englewood Clifs, NJ 07632, $15.95. Begins with a history of WP and introduces the reader to basic concepts and traces the emergence of word processing into office work.

Word Processing: A Systems Approach to the Office by Helen McCabe and Estelle Popham; Harcourt Brace, Jovanovich Inc., 757 Third Ave., New York City 10022, $5.95. Covers the concept and development of equipment as well as explores the careers available in WP.

Word Processing Curriculum Guide by State Board of Education, Illinois Office of Education; Western Illinoise University Curriculum Publication Clearinghouse, 47 Horrabin Hal, Western Illinois University, Macomb, IL 61455, $3. Covers the history of WP, typical career paths, and skills necessary for WP employment. Also provides a list of learning activities, model curricula, a WP resource manual, and a section on WP for special needs students.

Word Processing Curriculum Guidelines, Vocational Education Media Center, 10 Tillman Hall, Clemson University, Clemson, SC 29631, $5.75. Gives overview of WP history and concepts, job opportunities, verbal and written communications, equipment proficiency, reprographics and records management, and information dissemination.

Word Processing Fundamentals by Shirley Waterhouse; Harper and Row, 10 E. 53rd St., New York City 10022, $7.95. Includes information on all major aspects of WP, including an outline of available careers, text-editing equipment, and basic implementation techniques. An instructor's manuals is available free of charge to assist in implementing this text in the classroom.

Word Processing in the Modern Office, second edition, by Paula Cecil; Benjamin/Cummings Publishing Co., 2727 Sand Hill Rd., Menlo Park, CA 94025, $7.95. Explains WP, feasibility studies, and computers. A student workbook with exercises is available for $3.95 and an instructor's resource package for use with the textbook is available free of charge to teachers.

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Sabin, William A. The Gregg Reference Manual, Fifth Edition. New York City, New York: Gregg Division/McGraw-Hill Book Company, 1977.

Vermilye, Dyckman W. Relating Work and Education. San Francisco, California: Jossey-Bass Publishers, 1977.

Woolschlager, Ruth B. and E. Edward Harris. "Business Education Yesterday, Today and Tomorrow," National Business Education Yearbook, No. 14. Reston, Virginia: National Business Education Association, 1976.

WORD PROCESSING MEDIA AIDS

CAREER/PAK A. B. Dick Company 5700 West Touhy Avenue Chicago, IL 60643	-Three-ring binder with course outlines, scripts, vocabulary lists, etc. -35mm slides
GET THE WORD ON WORD PROCESSING Robert J. Brady Company Bowie, MD 20715 (301) 262-6300	-Sound/slides or sound/filmstrips -6 modules -Incorporates IWPA glossary -Instructors manual
Golden Visuals P. O. Box 1177 Huntington Beach, CA 92647 (714) 968-3270	-35mm slides/cassette tapes -(nec. to use on equipment with synchronizer capabilities.)
IMC WORD PROCESSING FILM SERIES Information Management Corporation Attn: Skip McDowell P. O. Box 787 Solana Beach, CA 92075 (714) 755-6932	-16mm, Super 8, or 3/4" video-tape available -Series of 10 topics
INTERNATIONAL BUSINESS MACHINES (Ask your local IBM Sales Rep. to reserve these films for you.)	-No charge -Film titles include: The Mag Card II (sales film) View of the Office The Office System 6 Breaking the Production Barrier

Appendix A

FILMS AVAILABLE TO INTRODUCE WP

Films can provide a graphic introduction to the word processing concept. Because office personnel, students, and management can be shown the basic principles behind what often seems a very complex subject, films have been used successfully as the first step in selling the WP concept. Schools, businesses, and groups interested in a preliminary exploration of the concept can rent films from professional film distributors. In some cases, vendor provide films on a limited basis, however, these films may tend to feature the vendor's equipment, along with the general concepts.

INDEPENDENT FILMS

Information Management Corp.
1220 Winford Ave.
Green Bay, WI 54306

A series of nine films, each approximately 10 minutes long, listing for $245. If the entire collection is purchased, the price is $220 per film. Rental for each of the series films is $36 the first day and $18 each additional day.

WP: What's It All About defines the concept and describes its advantages to people and organizations.

WP: Take It From the Top shows the cost and quality of office functions and the need to reevaluate office operations.

WP: Kissing the Girls Goodbye shows how management can actually get better support through efficient WP operations.

WP: Worries and Wonders explores the challenges and career opportunities WP affords.

WP: The Pivot Point illustrates how middle management benefits from WP.

WP: The Rules of the Game shows how a WP center is implemented from the feasibility study to the first day's operation.

WP: It's Really People provides an insight into supervisor attitudes about hiring, training,and career paths.

WP: Dictation--Napoleon to Now outlines proper dictation techniques.

WP: "Out" Side WP shows various types of WP output equipment and discuss their applications.

Media Systems Corp., a subsidiary of Harcourt, Brace, Jovanovich Inc.
919 Third Ave.
New York City,NY 10022

Intended primarily as an introduction for students in WP training programs, this film can be purchased for $375 or rented for $150 a week.

WORD PROCESSING - LANGUAGE ARTS

Produced by
GREGG/McGraw-Hill

Basic Level

ENGLISH MADE EASY,
Cassettes

Basic - Intermediate Level

ENGLISH USAGE DRILLS AND EXERCISES,
Second Edition

PUNCTUATION DRILLS AND EXERCISES,
Second Edition

SPELLING DRILLS AND EXERCISES,
Third Edition

TYPING I,
General Courses and Working Papers

GREGG BASIC TYPING 75
Text Kit (4 parts)

Intermediate

SHADOW MOUNTAIN LODGE,
Typing Produce Set

BUSINESS ENGLISH AND COMMUNICATIONS,
Fifth Edition

APPLIED OFFICE TYPING,
Fourth Edition

Intermediate - Advanced level

BUSINESS ENGLISH ESSENTIALS,
Fifth Edition

ENGLISH SYTLE SKILL BUILDERS,
Second Edition

TOWER TYPING

TYPING MAILABLE LETTERS,
Third Edition

GREGG TYPING,
Refresher-Advanced

TRANSCRIPTION 36,
(TRANSCRIPTION - GREGG SHORTHAND)

TRANSCRIBING SPEED STUDIES,
(TRANSCRIPTION - GREGG SHORTHAND)

Advanced

TYPING II,
Advanced Course and Working
Papers

MODERN BUSINESS CORRESPONDENCE,
Fourth Edition

MODERN BUSINESS ENGLISH,
Sixth Edition,
(COLLEGE LEVEL)

Basic Level

ENGLISH MADE EASY,
Cassettes

Basic - Intermediate Level

DEVELOPING PROOFREADING SKILLS

Intermediate

WORD PROCESSING
Concepts and Applications

Basic - Intermediate - Advanced Level

20,000 WORDS,
Seventh Edition

GREGG REFERENCE MANUEL
Fifth Edition and Worksheets

WORD PROCESSING MATERIALS
Produced By
South-Western Publishing Company*

TYPEWRITING

Beginning: CENTURY 21 TYPEWRITING, Complete Course, Second Edition (Stock No. T80)

CENTURY 21 TYPEWRITING, First Year Course, Second Edition (Stock No. T81)

BASIC TYPEWRITING DRILLS, Fifth Edition (Stock No. T03)

TRIPLE-CONTROLLED TIMED WRITINGS, First Edition (Stock No. T04)

Intermediate: CENTURY 21 TYPEWRITING, Complete Course, Second Edition (Stock No. T80)

CENTURY 21 TYPEWRITING, Advanced Course, Second Edition (Stock No. T82)

101 TYPEWRITING TIMED WRITINGS, Third Edition (Stock No. T17)

INDIO PAPER COMPANY - The Clerk Typist, First Edition (Stock No. Y60)

EXECUTIVE OFFICES OF AMERICA - The Secretary, First Edition (Stock No. Y65)

THE RECEPTIONIST, PEOPLE'S OF LITTLE ROCK, First Edition (Stock No. Y63)

LEGAL OFFICE TYPING, First Edition (Stock No. K58)

BUSINESS LETTER TYPING, Second Edition (Stock No. T92)

THE LEGAL SECRETARY - Freeman, Rosa, and Arnold, First Edition (Stock No. Y66)

TYPEWRITING OFFICE PRACTICE-Top Music Service, Fifth Edition (Stock No. K87)

THE MEDICAL SECRETARY - Northside Medical Center, First Edition (Stock No. Y67)

STATISTICAL TYPING, Third Edition (Stock No. T85)

*Please check with publisher before ordering. New titles may have been added since the production of this guide.

TYPEWRITING (continued)

THE INSURANCE CLERK, Aaron Insurance Agency (Y61--Fall '80)

REPORT TYPING (T06--Spring '80)

Advanced: LEGAL OFFICE PROCEDURES, First Edition (Stock No. K59)

COLLEGE TYPEWRITING - Intensive, Ninth Edition (Stock No. T40)

TYPEWRITING OFFICE PRACTICE FOR COLLEGES, Second Edition (Stock No. K76)

PRODUCTION TYPING - Great Outdoors, Fourth Edition (Stock No. T35)

THE EXECUTIVE SECRETARY - McMillan and Montoya Advertising Agency, First Edition (Stock No. Y74)

CHEVY CHASE MEDICAL CENTER, First Edition (Stock No. K09)

LEGAL STUDIES, TO WIT, First Edition (Stock No. K12)

LANGUAGE SKILLS

Beginning: ENGLISH THE EASY WAY, Fourth Edition (Stock No. E87)

PUNCTUATION: A PROGRAMMED APPROACH, First Edition (Stock No. E46)

SPELLING: A MNEMONICS APPROACH; ACES, First Edition (Stock No. N18)

APPLIED PENMANSHIP, Third Edition (Stock No. E79)

THE BUSINESS OF ORAL COMMUNICATION, (E40--Spring '80)

WORDS, WORDS, WORDS, (E40--spring '80)

Intermediate: EFFECTIVE ENGLISH FOR BUSINESS COMMUNICATION, Seventh Edition (Stock No. E18)

WORD STUDIES, Sixth Edition (Stock No. E59)

BUSINESS FILING AND RECORDS CONTROL, Fourth Edition (Stock No. K10)

LANGUAGE SKILLS (continued)

Advanced:	EFFECTIVE COMMUNICATION IN BUSINESS, Seventh Edition (Stock No. E52)
	RECORDS MANAGEMENT, Second Edition (Stock No. K67)
	COLLEGE SPELLING, Fourth Edition, (E12)
	LET'S TALK BUSINESS, First Edition (Stock No. E90)
	EFFECTIVE ENGLISH FOR COLLEGES, First Edition (Stock No. E29)
	PRACTICAL CORRESPONDENCE FOR COLLEGES, Fourth Edition (Stock No. E30)
	COLLEGE VOCABULARY BUILDING, Sixth Edition (Stock No. E82)

SHORHAND

Beginning:	CENTURY 21 SHORTHAND - Theory and Practice, First Edition (Stock No. R10)
	CENTURY 21 SHORTHAND DICTIONARY, First Edition (Stock No. R14)
	CENTURY 21 SHORTHAND - 6,000 Most Used Shorthand Outlines, First Edition, (Stock No. R15)
Intermediate:	CENTURY 21 SHORTHAND - Intensive Dictation & Transcription, First Edition, (Stock No. R11)
Advanced:	CENTURY 21 SHORTHAND - Advanced Dictation/Transcription, First Edition (Stock No. R12)
	LEGAL DICTIONARY FOR CENTURY 21 SHORTHAND, First Edition (Stock No. R16)

MACHINE TRANSCRIPTION DICTATION

Beginning: REFERENCE MANUAL FOR OFFICE PERSONNEL, Fifth Edition (Stock No. K44)

WORD DIVISION MANUAL, Second Edition (Stock No. K48)

MACHINE TRANSCRIPTION WORD PROCESSING, First Edition (Stock No. K15)

WORD PROCESSING

WORD PROCESSING CONCEPTS, (Stock W60), 1980

WORD PROCESSING MATERIALS
Produced By
WESTERN TAPE*

WORD PROCESSING

Introductory

Introductory Machine Transcription Programs
  Pre-Transcription Practice-Preston
  Norelco Model 96-Price
  Norelco Model 98-UW Eau Claire staff
  Norelco Model 84-Kahn
  Sony Model BM-34-Stetson

Basic

Comprehensive Word Processing-McLean & Froiland
Graded Transcription Tests-Lea & Capriotti
New York State Machine Transcription Course - NY State Department of Education

Intermediate

U.S. Business Speaks-Western Tape
Machine Transcription Practice-Melrose et al

Advanced

Modern Office Dictation-Mitchell& Ganser
Career-Oriented Dictation-Reiff & Matthews

Associated Skills

Vocabulary for Everybody (college)-Einbecker
Punctuation for Everybody-Einbecker
Word Division-Elliott
Proofreading-Preston
Basics of Business Communication-Vik

*Please check with company before ordering. New material may have been added since the production of this guide.

The Guides

Punctuation-Roberts & Capriotti
Grammar-Roberts & Capriotti
Typewriting Style-Adams & Gaddis

For the Professionally Inclined

Introduction to Medical Transcription-SorRells
AMRA Medical Transcription Course AMRA
The Legal Secretary-Morton
Legal Transcription-Dow

Word Processing Programs by IBM

Transcription Skills for Word Processing-IBM
The Art of Machine Transcription-IBM
Terminology and Transcription for the Medical Secretary-IBM
The "Executive" Typewriter-IBM
The "Selectric" Composer-IBM

The Power Typewriters

The IBM Memory Typewriter-Cecil
The MAG II-Price
Power Typewriting in Today's Office (a practice set)-Cecil

Document Creation

Creating Your Own Business Communications-Preston

SHORTHAND

Shorthand Speed Sprint Drills-Linwood
Shorthand Skill and Theory Evaluation-Linwood
Sustained High-Intensity Skill Development-Hays
Speed and Skill Development-Western Tape
Pyramided Dictation Exercises-Young
Imperial Speed Building-Imperial Productions
Theory Reinforcement and Skill Building-Carr-Smith
Grammar and Punctuation Dictation Exercises-Missling
Punctuation Review for Stenographers-Roberts

TYPING

Composing at the Typewriter (H.S.)-Wheeler
Composing at the Typewriter (College)-Elliott
Typing Term Papers and Reports-Schramm
Creating Effective Business Communications-Haggblade
Paced Number Typing-Young
Teaching Reading Through Typing-Haggblade

INNOVATIVE AIDS

Wall Charts for Business and Office Education
Typing Transparencies-Ruby
Educational Games and Aids-Friedman

WESTERN TAPE, 2761 Marine Way, Mountain View, CA 94042

Appendix A

WORD PROCESSING PUBLICATIONS*

NAME	PUBLISHER
WORD PROCESSING REPORT (twice monthly)	Geyer-McAllister 51 Madison Avenue New York, NY 10010
MODERN OFFICE PROCEDURES (monthly)	Industrial Publishing 614 Superior Avenue, W. Cleveland, OH 44113
ADMINISTRATIVE MANAGEMENT (monthly)	Geyer-McAllister 51 Madison Avenue New York, NY 10010
WORD PROCESSING WORLD (monthly)	Geyer-McAllister 51 Madison Avenue New York, NY 10010
THE OFFICE (monthly)	Office Publications Box 1231 Stamford, CT 06904
OFFICE PRODUCT NEWS (10 times/year)	United Technical Publications 6215 Stewart Avenue Garden City, NY 11530
VIEWPOINT (monthly-free to IWPA members)	International Word Processing Assn. Maryland Road Willow Grove, PA 19090
WORDS (quarterly-free to IWPA members)	International Word Processing Assn. Maryland Road Willow Grove, PA 19090

*Please consult your local library for new and/or additional publications.

AGREEMENT FOR JANITORIAL SERVICES

THIS AGREEMENT, made and entered into this

day of *Variable info.*

by and between the County of Merced, a political subdivision, (hereinafter referred to as "County") and (hereinafter referred to as "Contractor"),

IT IS AGREED as follows:

1. Contractor agrees to clean Merced County

in

California. Said buildings are to be cleaned daily, Monday through Friday, or as otherwise specified per County Bid.

2. In consideration of such service to be performed by Contractor, County agrees to pay the amount of

Dollars per month.

3. The term of this agreement shall be for

months commencing

and ending on

4. This agreement may not be amended except by writing, signed by both of the parties hereto.

Appendix B

5. County agrees to furnish all janitorial supplies form County Stores, or if therwise noted as per County Bid.

6. This document constitutes the entire agreement between the parties and there are no other promises or understanding, oral or written.

COUNTY OF MERCED,
a political subdivision

By __________________________
Ron Aguirre, Purchasing
Agent of the
COUNTY OF MERCED
STATE OF CALIFORNIA

By __________________________
Contractor

Appendix C

TENTH ANNUAL HONORS CONVOCATION

School of Agriculture and Home Economics

California State University, Fresno

College Union Lounge

10:00 a.m.

Saturday, May 12, 1979

Appendix C

To Our Honorees:

Your recognition for excellence speaks well of you and your University. Formal education is a partnership of student, teacher, and institution working together to achieve their highest potential. The honor you receive is also a source of great pride for the entire University.

It is a pleasure for me to join with the faculty in the School of Agriculture and Home Economics in congratulating you for the scholarship and leadership you have demonstrated at California State University, Fresno, during your years here, and to extend to you best wishes for your continued success.

Norman A. Baxter
President
California State University, Fresno

To Our Honorees:

This is a special time of the year for the faculty and staff of the school of Agriculture and Home Economics for it is the time when we honor you, the students who have excelled academically.

Your bring honor to yourselves, to those who have assisted and supported you, and to the University.

We extend our best wishes to you for continued successful experiences, whether in education or a career.

Charles M. Smallwood
Dean
School of Agriculture and Home Economics

Dean's Award

Dr. Charles M. Smallwood, Dean, School of Agriculture and Home Economics, will present this award.

MR. RYAN SCOTT COLLINS
Manteca; East Union High School;
Agricultural Business

COMMENCEMENT HONORS

Outstanding graduating seniors are selected each year for special recognition at the annual commencement. Each School within the University selects a student to receive the Dean's Medal and all medalists are eligible for consideration as the recipient of the President's Medal which is awarded at the ceremonies. Each School also selects two students to serve as standard bearers who will lead the faculty and graduating seniors in the processional.

Dean's Medal

MR. DAVID CEDRIC POZZI
Sebastopol: Analy High School;
Ornamental Horticulture

Standard Bearers

MS. SUELLEN JOY NYBERG
Kingsburg; Kingsburg High School;
Home Economics/Food in Business

MR. PATRICK D. LeNEAVE
Gilroy; Gilroy High School; Agronomy

ALPHA ZETA ALUMNI OUTSTANDING AGRICULTURE SENIOR AWARD

This Award is presented by the Alpha Zeta Alumni to the outstanding graduating senior in Agriculture. Alpha Zeta promotes scholarly achievement and development of leadership as two of its prime goals.

Mr. Bob Enos and Mr. Ruben Pahl, Alpha Zeta Alumni representatives, will present this award.

MR. NEIL WILLIAM LARSEN
Sanger; Sanger High School; Ornamental Horticulture

Appendix D

STATE FARM INSURANCE

☐ STATE FARM MUTUAL AUTOMOBILE INSURANCE COMPANY
☐ STATE FARM FIRE AND CASUALTY COMPANY
☐ STATE FARM GENERAL INSURANCE COMPANY
☐ STATE FARM COUNTY MUTUAL INSURANCE COMPANY OF TEXAS

DATE	OUR INSURED	ACCIDENT DATE	OUR CLAIM NUMBER
YOUR FILE NUMBER	YOUR INSURED		
HIS ADDRESS			

From:
STATE FARM INSURANCE CLAIM OFFICE

By: ____________________

Fold –

We have been informed that you are the insurance carrier for the party designated as your insured in the caption of this letter. Our investigation of this accident establishes that your insured was responsible for this accident.

☐ Please accept this letter as notice of our subrogation rights under
  - ☐ Personal Injury Protection (PIP)
  - ☐ Medical Payments Coverage (MPC)
  - ☐ Vehicle Damage
  - ☐ Other: ____________________

☐ Should we be called upon to make payment under our policy, we will be looking to you for reimbursement.

☐ We have made the following payments and request reimbursement as shown below:

Name of our Payee	PIP/MPC	Net Vehicle Damage Payment (Less Salvage)	Other Payment/Expense*
	$	$	$
	$	$	$
	$	$	$

*____________________

____

____

Net Amount Paid By Company $ ____________ Insured Vehicle Deductible $ ____________ TOTAL ____________

Attachments:

STATE FARM INSURANCE

☐ STATE FARM MUTUAL AUTOMOBILE INSURANCE COMPANY

☐ STATE FARM FIRE AND CASUALTY COMPANY

☐ STATE FARM GENERAL INSURANCE COMPANY

☐ STATE FARM COUNTY MUTUAL INSURANCE COMPANY OF TEXAS

Appendix D

DATE	OUR INSURED	ACCIDENT DATE	OUR CLAIM NUMBER
YOUR FILE NUMBER	YOUR INSURED		
HIS ADDRESS			

From:
STATE FARM INSURANCE CLAIM OFFICE
3385 E. Shields
Fresno, California 93726

By: ____________________

Fold—

This will acknowledge receipt of your subrogation claim.

☐ Enclosed is $ ______________ in payment of your claim.

☐ Please send us your driver's version of the accident.

☐ Please send us copies of the repair estimate or bill on which you based your settlement.

☐ Please forward medical reports.

☐ Please forward medical bills.

☐ Please forward verification of wage loss.

☐ We are unable to identify our insured; please send us any other identifying information available (name and address of owner, of driver, of our agent, description of our car, etc.).

☐ Our investigation is incomplete; when it is concluded we will advise you.

☐ We do not feel our insured is legally liable to your insured and therefore cannot honor your claim.

☐ We do not feel we can honor your claim in its entirety (see the Remarks below), and offer $ ______________ as a compromise.

REMARKS: ____________________

STATE FARM INSURANCE

PAYMENT TRANSMITTAL

☐ STATE FARM MUTUAL AUTOMOBILE INSURANCE COMPANY

☐ STATE FARM FIRE AND CASUALTY COMPANY

☐ STATE FARM GENERAL INSURANCE COMPANY

☐ STATE FARM COUNTY MUTUAL INSURANCE COMPANY OF TEXAS

DATE	OUR INSURED	ACCIDENT DATE	CLAIM NUMBER

From:
STATE FARM INSURANCE CLAIM OFFICE

By: ____________________

Fold -

Here is our check in payment of ____________________
Please keep this letter as your record of payments made.

Item	Amount Paid At This Time	Amount Paid Previously	Total Paid To Date
	$	$	$
	$	$	$
	$	$	$
	$	$	$
	$	$	$
	$	$	$
	$	$	$
	$	$	$
TOTAL	$	$	$

☐ Payments made are subject to the Company's right of subrogation or reimbursement.

☐ Further payments require your completion of the attached Proof of Claim on ____________________ DATE
Complete this form and return in the enclosed postage paid return envelope.

Remarks: ____________________

1661

Appendix D

CLAIM TRANSMITTAL

DATE__________ INSURED____________________ CLAIM NO.____________

FROM____________________________________

TO STATE FARM INSURANCE CLAIM OFFICE

ENCLOSED		REQUESTED		
ORIGINAL	COPY	ORIGINAL	COPY	
				Adjustment Expense Statement: Kind______ Amt.______
				Combined Liability Report______
				Correspondence from: Ins.______ Clmt.______ Agt.______ Atty.______
				Diagram______
				Estimate/Final Bill______
				File Contents______
				Liability Closing Report______
				Loss Report______
				Medical Report/Bill______
				Non-Waiver______
				Photos______
				Police Report______
				Releases______
				Salvage Remittance-Amt.______
				Statements: Ins.______ Clmt.______ Witness______ Other______
				Status Report______
				Subrogation Receipt______
				Subrogation Remittance-Amt.______

				DRAFT NUMBER	DATE OF DRAFT	CODES		AMOUNT

REMARKS:____________________________________

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CLAIM-GRAM

DATE	OUR INSURED	ACCIDENT DATE	OUR CLAIM NUMBER
YOUR FILE NUMBER	YOUR INSURED		
YOUR INSURED'S ADDRESS			

TO

☐ STATE FARM MUTUAL AUTOMOBILE INSURANCE COMPANY
☐ STATE FARM FIRE AND CASUALTY COMPANY
☐ STATE FARM GENERAL INSURANCE COMPANY
☐ STATE FARM COUNTY MUTUAL INSURANCE COMPANY OF TEXAS

FOLD →

MESSAGE

SIGNED

☐ REPLY REQUESTED ☐ NO REPLY REQUESTED

← FOLD

REPLY

DATE SIGNED

FROM

STATE FARM INSURANCE CLAIM OFFICE
3385 E. Shields
Fresno, California 93726

WHEN REPLYING: Folding at designated FOLD lines will allow you to use a window envelope.

RETURN THIS COPY TO SENDER

336

App[illegible]x D

COMBINED LIABILITY REPORT FACING SHEET

CLAIM NO. ....
INSURED ....
CLAIM NO. ....
INSURED ....
DATE OF ACCIDENT ....
REFERRED TO FIELD CL. REPR. ....
DATE OF INVESTIGATION ....
DATE OF REPORT ....
FIELD CL. REPR. ....

KIND OF POLICY ....
COVERAGES & LIMITS ....
ENDORSEMENTS ....
NON WAIVER .... POLICY DEFENSE ....
SR 21 FILED .... AUTOMOBILE CLAIM REPORT ....
POLICE REPORT .... DIAGRAM .... PICTURES ....

WITNESS NAME AND ADDRESS INCLUDING INSURED AND CLAIMANTS	AGE	EYE WITNESS	INTERESTED DISINTERESTED	BYSTANDERS OR PASSENGERS IF PASSENGERS WHICH CAR?	HAVE WE A STATEMENT		
					YES	NO	DATE TAKEN

CLAIMANTS AND INJURIES	MEDICAL REPORT	INDEX BUREAU DATE	PAYMENT	CODE	DATE
			$		

SUPERINTENDENT'S MEMORANDA

307

APPLICABLE ONLY [illegible] FOR YOUR PROTE[illegible] [illegible] PRESENTED ANY FALSE OR FRAUDULENT [illegible] CLAIM FOR THE PAYMENT OF A LOSS [illegible] OF A CONTRACT OF INSURANCE [illegible] MAKE [illegible] SUBSCRIBE [illegible] WITH INTENT TO PRESENT OR USE THE SAME, OR ALLOW IT TO BE PRESENTED [illegible] IN SUPPORT OF ANY SUCH CLAIM. EVERY PERSON WHO VIOLATES ANY PROVISION OF THIS SECTION IS PUNISHABLE BY IMPRISONMENT IN THE STATE PRISON OR BY FINE NOT EXCEEDING ONE THOUSAND DOLLARS, OR BY BOTH.

STATE FARM INSURANCE

AUTOMOBILE CLAIM REPORT

OFFICE USE ONLY

CLAIM NUMBER

1 INSURED'S NAME last first middle initial | POL. NO | BASE NUMBER | ST. CODE | CHG. CODE | CAR NO.

2 ADDRESS number and street city state zip code | DATE OF BIRTH | BUS. PHONE | HOME PHONE

3 TIME AND PLACE OF ACCIDENT OR LOSS DATE ▼ | TIME | STREET OR HIGHWAY | CITY OR COUNTY | STATE

4 VEH. 1 ▶ INSURED'S VEHICLE - year-make-model series-body style | PRIOR DAMAGE? IF YES, DESCRIBE ☐ NO ☐ YES

5 VEHICLE IDENTIFICATION NUMBER | LICENSE NUMBER | IS THIS THE VEHICLE INVOLVED IN THIS ACCIDENT? ☐ NO ☐ YES

6 DRIVER last first middle initial | OCCUPATION | AGE | BUS. PHONE | HOME PHONE

7 ADDRESS number and street city state zip code | RELATIONSHIP TO INSURED

8 UNDER WHOSE AUTHORITY WAS VEHICLE BEING DRIVEN? | WAS DRIVER ON MISSION FOR OWNER? ☐ NO ☐ YES | PURPOSE OF TRIP

9 PRINCIPAL DAMAGE | DRIVE-IN SERVICE? IF YES, OFFICE ☐ NO ☐ YES | WHERE IS VEHICLE?

10 VEH. 2 ▶ OTHER VEHICLE - year-make-model series-body style | LICENSE NUMBER

11 OWNER last first | ADDRESS number and street city state | BUS. PHONE | HOME PHONE

12 DRIVER last first | AGE | ADDRESS number and street city state | BUS. PHONE | HOME PHONE

13 PRINCIPAL DAMAGE | DRIVE-IN SERVICE? IF YES, OFFICE ☐ NO ☐ YES | WHERE IS VEHICLE?

14 NAME OF INSURANCE COMPANY | ADDRESS | POLICY NUMBER

15 FACTS OF ACCIDENT

1 DISTANCE (IN FEET) FROM OTHER CAR WHEN DANGER FIRST NOTED? | SPEED LIMIT IN AREA OF ACCIDENT? | SPEED WHEN DANGER FIRST NOTED -VEH. 1 -VEH. 2 | SPEED AT IMPACT -VEH. 1 -VEH. 2 | SIGNAL GIVEN? ☐ NO ☐ YES-VEH. 1 ☐ NO ☐ YES-VEH. 2

2 ROAD CONDITIONS | HEADLIGHTS ON? ☐ NO ☐ YES-VEH. 1 ☐ NO ☐ YES-VEH. 2 | DEPRECIATION-ITEM | COST | AGE | MILEAGE OR CONDITION | AGREED DEDUCTION | PORTION COMPANY

3 TRAFFIC CONTROL? IF YES, TYPE ☐ NO ☐ YES | WERE POLICE THERE? ☐ NO ☐ YES | POLICE DEPT. REPORTING ACCIDENT | VIOLATION-WHO RECEIVED TICKET?

4 VEH. 1 ▶ INJURIES? IF YES, IDENTIFY NAME, ADDRESS, AND INJURIES ☐ NO ☐ YES

5 VEH. 2 ▶ INJURIES? IF YES, IDENTIFY NAME, ADDRESS, AND INJURIES ☐ NO ☐ YES

6 WITNESSES? IF YES, IDENTIFY NAME AND ADDRESS ☐ NO ☐ YES

7 THEFT? IF PARTIAL, NAME ITEM ☐ ENTIRE VEHICLE ☐ PARTIAL | TIME | PLACE | LAW OFFICERS NOTIFIED? IF YES, DATE ☐ NO ☐ YES | VEHICLE RECOVERED? IF YES, DATE ☐ NO ☐ YES

8 I hereby declare that the facts in this report are true and accurate.

INSURED SIGN HERE X DATE | DRIVER SIGN HERE X DATE

9 COVERAGES IN FORCE | COVERAGES INVOLVED | DATE REPORTED TO AGENT | HAS AN SR 21 BEEN FILED, IF NECESSARY? IF NO, WHY NOT? ☐ NO ☐ YES

10 REPORTING AGENT | CODE NO. | PHONE | REPORT TAKEN BY | DATE

11 INSURED VEHICLE ASSIGNED TO | DATE | OTHER VEHICLE ASSIGNED TO | DATE

SHEET ________ OF ________

JOB NUMBER ____________

MODERN ARCHITECTURAL GROUP, INC.
CLIENT LEDGER SHEET

BILLING SCHEDULE ________

NAME ______________________________

ADDRESS ______________________________

CITY ______________________________

FEE AMOUNT ____________

DATE	NAME	COMMENTS	WAGE	RATE	X-HR	=TOT.	C/CD	CONSULT	TR/ENT	PRINT.	OTHER	TOTAL	DR.	CR.	BAL.

Form FHA 424-18 United States Department of Agriculture
(Rev. 11-12-73 Farmers Home Administration

PARTIAL PAYMENT ESTIMATE

(Number _________)

____
Name of Contractor

Name of Owner (Association) ____________________________________

Date of Completion:	Amt.of Contract:	Dates of Estimate:
Original ____________	Original $____________	From ____________
Revised ____________	Revised $____________	To ____________

Description of Job: ____

ITEM	Contract Items			This Period		Total to date	
	Quanity	Unit	UnitPrice	Quanity	Amount	Quantity	Amount

ARCHITECT'S
FIELD REPORT

Owner ☐
Architect ☐
Consultant ☐
Field ☐
Contractor ☐

PROJECT: ____________________ FIELD REPORT NO: __________

CONTRACT: ____________________ ARCH.PROJECT NO: __________

Date ________ Time ______ Weather ________ Temp.Range _____

Est.%of Completetion ___ Conformance with Schedule(+,-) _____

PRESENT AT SITE ______________________________

WORK IN PROGRESS: ______________________________

OBSERVATIONS: ______________________________

CONSOLIDATED BALANCE SHEET

ASSETS

	September	
	1979	1978
CURRENT ASSETS:		
Cash	$ 206,934	$ 188,574
Savings accounts and certificates of deposit	843,414	
Restricted funds		10,900
Receivables (Notes B, C and K):		
Current, less allowance for doubtful accounts of $73,759 in both years	2,348,463	1,504,978
Retainage	1,091,043	1,227,830
Other	132,488	235,131
	3,571,994	2,967,939
Excess of revenues recognized over amounts billed on contracts in process (Note B)	465,478	353,831
Material inventories	156,053	156,417
Equity in joint projects (Note J)	242,244	94,108
Prepaid ecpenses and other current assets	36,201	49,850
TOTAL CURRENT ASSETS	5,522,318	3,821,619
OTHER ASSETS (Note K)	100,000	
PROPERTY, PLANT AND EQUIPMENT, at cost (Note F):		
Land	16,000	16,000
Buildings and improvements	40,912	40,912
Tools and equipment	322,782	311,073
Automobiles and trucks	157,967	128,395
Furniture and office equipment	83,334	72,341
Airplane	74,934	74,934
	694,930	643,655
Less accumulated depreciation	(510,638)	(482,571)
	184,292	161,084
	$5,806,610	$3,982,703

WORD PROCESSING COMPETENCY CHECKLIST
FOR THE IBM MEMORY TYPEWRITER*

Name ____________________

Class ____________________

Date ____________________

Part I. Basic Training

A. Typewriter Adjustments ________
B. Memory ________
C. Error Correction ________
D. Storage ________
E. Special Typing Instructions ________
F. Paragraph Advancing ________
G. Storing Procedures ________
H. Playback from Storage ________
I. Format Changes ________
J. Memory Capacity ________
K. Typing without Memory ________
L. Preparing Envelopes ________
M. Supplies, Care, and Maintenance ________

Part II. Special Applications Supplement

A. Logging and Filing ________
B. Multiple-page Projects ________
C. Tables and Columnar Projects ________
D. Typing Indented Material ________
E. Repetitive Projects ________
F. Standard Paragraphs ________
G. Reverse Index ________

NOTE: Four skill levels to be considered in the word processing-memory typewriting training program. They are defined as follows:

Acquaintance: Familiarization with the basic functions of the typewriter.

Basic: In-depth instruction in the basic functions and procedures. Introduction to application training and practice, using repetitive letters.

Intermediate: In-depth instruction in the basic functions and procedures. Application training and practice includes repetitive letters, multiple-page documents, and tabular formats.

Advanced: In-depth instruction in the basic functions and procedures. Application training and practice includes repetitive letters, standard paragraphs, multiple-page documents, and tabular and indented formats.

*Other checklists can be designed for other equipment.